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Memories of 1968

The present student disturbances in France awaken memories of 1968 in two senses. First, as commentators have easily been able to point out, they are evidence of the most serious unrest in French higher education for 15 years. They demonstrate yet again how politicized student - and academic - life has remained under the fragile calm of the 1970s, and how difficult it is to tame the turbulent spirit of the Commune or *Action Française*.

Secondly, the evocation of the memory of 1968 is appropriate because it can be argued that M. Alain Savary's Bill is an attempt to finish the job of university reform begun by M. Edgar Faure in 1969 in the wake of the earlier student riots which had toppled the presidency of General De Gaulle. The Faure reforms attempted to curb the independence, some would have said, the irascibility of the faculties and to weld them into broader university communities, and then to make these reformed universities more sensitive to social and economic needs. Both these themes are taken up in M. Savary's present Bill.

However, the 1969 reorganization of the French universities failed to come to grips with two further issues: the policing of student admissions in order to safeguard and improve academic standards and to make some attempt to match student supply to manpower demand, and the closer association of the *grandes écoles* with the reformed university system. M. Savary's Bill tries to tackle both these questions.

The minister's policy, like that of nearly all ministers since 1968, is one of the continued modernization of French higher education. His opponents are entrenched in the traditional faculties, especially medicine and law, and in the *grandes écoles* and are those who feel most threatened by this process of modernization. The whiff of tear gas and the drama of Molotov cocktails on the streets of Paris should not conceal the fact that M. Savary is merely seeking to continue the policies begun by M. Faure which were themselves foreshadowed by more modest reforms such as the creation of the IUTs (university institutes of technology) in the 1950s and 1960s.

For more than 20 years, French ministers, of the right and now the left,

have tried to solve two problems - how to create strong and effective universities out of the chaos of the individual faculties and how to impose some order on student admissions and university courses in the interests of both academic standards and improved vocational relevance. It is important to remember that before 1968 universities were shadowy institutions. French higher education was ruled by a dichotomy of the heavy hand of the state and the sectarianism of the faculties. It is also important to recall that many students, particularly in *lettres* faculties, flooded through courses without effective vocational direction.

The Faure reform attempted, with moderate success, to tackle the first problem: the 1976 reforms which aimed to introduce a more rational and relevant pattern of undergraduate education attempted, with relative failure, to tackle the second. But the two problems have remained confusingly entwined. Those who have been most determined to maintain the identity of the faculties and to resist the creation of strong and comprehensive universities have also been those who resisted incorporation in a common pattern of courses. The Paris universities have to some extent reproduced the sectarianism of the faculties, while medical and law faculties have remained unhappy about the implications of the reform of university courses for both entry standards and high status of these studies.

Su M. Savary is merely opening another round in these twin battles for reform. The fact that he is a member of France's first socialist government since the 1950s has certainly intensified the suspicions of those who anyway distrust or dislike these reforms. On the other hand, rather against the spirit of French public administration he has spent almost 18 months in consultations about his present Bill. The recent student violence shows just how unfamiliar this process of administrative dialogue is to the critics of government policy. The divisions among students, and more broadly within higher education, have made it almost impossible for them to achieve a coherent view that could have been fed into the process of consultation.

What M. Savary is proposing is that

initial entry standards should be relaxed and the first two-year cycle of university education reformed. For some students, in *lettres* for example, this would mean a more pronounced vocational orientation; for others, such as law, it would mean a broader course to which more could hope to gain access. M. Savary is further proposing that there should be stiffer selection to enter the second two-year cycle of higher education and that these courses and the number of students in them should be more closely geared to the likely pattern of future employment. He is also proposing in ways that have probably been over-interpreted by his critics to incorporate the *grandes écoles* more closely into higher education.

On balance, these seem sensible proposals. The liberalization of entry requirements will make access to higher education more rational and equitable, without seriously affecting present standards. Stiffer selection after two years is both more realistic and more effective. The reform of courses is an attempt to strike a better balance between the avowed professionalism typical of some faculties and the neglect of vocationalism typical of others. Nor is the closer association of the *grandes écoles* with higher education levelling or destructive policy. These high-level training schools for the administrative, technical, and business cadres of the future might benefit from a closer relationship with the world of liberal higher education and scholarship.

The fairest conclusion, therefore, is that there seems to be little in what M. Savary is proposing to justify the violence of recent student demonstrations or the virulence of its academic critics. Although naturally tinged with the broad socialist objectives of M. Mitterrand's government, M. Savary's Bill is just another stage in the reform of French higher education that has been in motion since at least 1968. Its administrative details can of course be criticized and the appropriateness of its strategy questioned, but its broad intentions should not be caricatured. If they are, it probably has much little to do with French higher education and rather a lot to do with French politics.

Eroding the anomaly?

University lecturers began the 1983 pay round by posing the question of their freedom to negotiate within the Government's cash limits approach to salaries in the public sector. Faced with the full weight of the 3.5 per cent cash limit for this year and vice chancellors ready to plead penury, their expectations were bleak.

But the agreement reached with vice chancellors must exceed their expectations - and the relative ease with which it was negotiated restore some credibility to the cumbersome two-stage negotiating machinery which the Association of University Teachers is pledged to replace.

It has achieved many of the objects

the union set itself - a relatively handsome award to the lower-paid, whose promotion prospects have diminished so rapidly over the past three years, while holding the ground lost in the comparability race with lecturers on the other side of the binary line.

The AUT has argued that there should be a differential between its members' salaries and those of staff in the polytechnics. It believes this is necessary to reflect the greater amount of degree work taught by university staff - but above all the contractual obligation to undertake research as one of their major functions.

The allowing of the erosion of the dif-

ferential is too slight as to be discernible only after several decimal points. Whether it will foreshadow the steady progress to restoring the 1979 relativities as argued by the AUT will depend on two things - the shape of the union's pay claim for 1984 and the response by unions on the other side of the binary line.

The National Association of Teachers in Further and Higher Education was unsuccessful this time in carrying through its demand for a step in the direction of parity with the universities. But the issue is likely to bloom in the continuing overall review of salary structure which is expected to gather momentum later in the year.

engineering is both substantially distinct and important to merit specific reference.

None of the alternative names canvassed by Mr Posner was entirely satisfactory. It would be interesting to know what new suggestions were written in the space provided. Evidently Social Studies Research Council was considered too "wet". That may well be. But it does have the advantages of retaining the same acronym and so saving an expense, and of avoiding favoritism towards anyone discipline. The council must vote again in July before any change is ratified. There is still time to keep the SSRC.

Laurie Taylor



Could we try that again, Professor Dogberry? I mean, I know it's some considerable time since any interviews were conducted in this university, but I don't really think that we're going to get the best possible New Blood appointments if we concentrate so much on the applicants' date of birth. Well, I thought it might be useful information.

The date of birth itself - yes indeed - no disagreement there, Professor Dogberry. But surely not all that conversation about Sagittarius being reserved. I'm sorry, Bursar. Are we going to have another run-through?

Certainly. Let's go from the beginning again. Now, here I am coming into the vice-chancellor's room. Through the door. Let's call me Doctor Hawkins. Nervous candidate. But otherwise excellent New Blood material. Here I come. Into the room. What do you say?

Ah, there you are, Hawkins. Good to meet you. Hope the journey wasn't too tiring. My, what weather we're having for the time of year. Still, that's the way. Let me introduce myself. My name's Hawkins.

Yes. Not bad. Perhaps a trifle effusive. And rather spoiled by the confusion over names. Quite inoffensive when you're making introductions. If you manage to get your own name right it helps to make the candidate feel at ease. Right? Now on to the next stage. Here I am sitting in the hot seat. You've been through my educational background and now you want to know a little about my personal and domestic circumstances. Yes, Professor Standish, why don't you come in here? Remember, I'm Doctor Hawkins. Off you go.

Now look here, Hawkins. A shade brusque, Professor Standish. Alright then, Hawkins. Better.

Are you married?

Fine. And let's say I answer "Yes sir". On we go.

Any nippers?

Yeess. Although "children" is a preferred contemporary usage. I'll answer "Just the two. Boy and a girl".

And I take it there's a Mrs Hawkins?

Yes, there is a Mrs Hawkins.

Jolly good. And she's someone who'll be able to look after the nippers and make herself reasonably presentable when she's required to turn out for major functions?

Hold it there, Professor Standish. One or two possible problems. Little sensitivities which have cropped up in the last decade. But otherwise, nice friendly tone. OK. Let's move forward. We've had our usual chat about the candidate's thesis and recent publications. Now we're at the end of the interview. Anyone remember the standard formula here? Yes, Professor Ruffish?

"Well, it's a time to say goodbye". Not quite. Professor Dogberry?

Are there any questions that I'd like to ask you?

Near enough. Jolly good. Well, let me wish you all the best of luck. Just one last thing. I know that matters have been rather quiet in recent times on the appointment front. And, of course, appearances aren't everything. But before the first candidate actually comes in - d'you think that someone could possibly wake the vice chancellor?

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Universities face Catch-22 threat after election

by Ngao Creighner

The universities face a radical shake-up in their nature and funding if either Labour or the Conservatives win the general election.

Both Sir Keith Joseph, the Secretary of State for Education, and Mr Neil Kinnock, Labour's chief education spokesman, want to increase the universities' diversity, but the similarity ends there.

Sir Keith's vision became plain in a background document prepared for a meeting scheduled this week with the vice chancellors of six universities - Aston, Salford, Durham, Reading, Leicester and Strathclyde.

The meeting was cancelled because of the election. Its purpose, Sir Keith wrote to the vice chancellors, was to discuss a possible new approach to the funding of some universities.

"I am interested in the proposition that some departure from our present arrangements for possibly only a small number of universities, on an experimental basis initially, could help to encourage high standards, cost-effectiveness, pluralism and diversity between institutions, greater sensitivity to market forces and the needs of the economy and the search for sources of funding other than the state," he said.

A possible outline scheme for a new funding accompanied the letter. This said a university would get a single budget containing all the public funds it and its students would receive, except possibly research council grants.

The university would decide its own student targets, how much students would have to pay in fees and how much they would get in maintenance. It could charge different fees for different subjects.

The university would be in charge of its own capital assets, with restrictions on sales. The document, which refers to student loans, was written before the recent decision to drop them.

Six vice chancellors were invited to an informal and personal basis after

Sir Keith consulted Sir Edward Parkes, the chairman of the University Grants Committee. Sir Edward, Sir Peter Swinnerton-Dyer, his successor, Mr William Waldegrave, under-secretary for higher education, and officials from the Department of Education and Science and Treasury were all invited to the meeting.

If Sir Keith is still the Secretary of State for Education after the election the meeting will be reconvened. He believes that rather than attempt to change the whole university system, it should be possible for a small number of universities to break away from the mould, if they wish.

If Labour is elected it will reverse the 1981 cuts imposed on the universities but there will be no return to the status quo.

Mr Kinnock said this week Labour would provide £550m over three years for universities to pay for the repair, damage, dislocation and costs of changes now being met. This would restore public spending in real terms to its 1979 level.

He added: "The additional amount required to reestablish access to qualified youngsters will be awarded more deliberately and in great amounts to those who demonstrate, those who cooperate with the changes we advocate."

Many of the universities had shown their desire to respond to contemporary need, for greater diversity and number. But universities had to improve their access. Those that did not would only be able to depend on the "trickle-down" of funding, he said.

A Universities Council would replace the UGC and be less selective and more accountable to the community. Mr Kinnock said. Labour's education budget, including schools, further education and the public sector higher education would cost £1,400m over three years, plus £40m for additional staff and £320m for the youth training scheme.

DES paper, page 3

MSC rules out places for all

by Patricia Saninelli

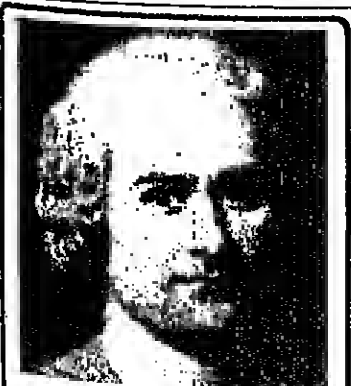
The Government's commitment to give all people under 18 a place on next year's Youth Training Scheme has been ruled out by Manpower Services Commission officials because of the extra cost involved.

A confidential paper prepared by the MSC's Manpower Group which is to be considered at the next commission meeting - probably not until after the election - says that to include unemployed 17-year-olds who are not school-leavers would cost an additional £200m on anticipated expenditure of £1,043m for 1984/85 with substantial carry over costs in the next year.

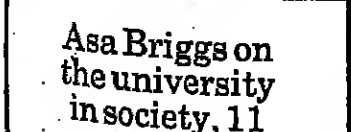
Instead officials recommend a moderate expansion in the size of YTS to become a comprehensive school-leaver programme at an approximate extra cost of £85m.

This option would treat 17-year-old leavers on the same basis as 16-year-olds with a guarantee to be employed by 16-year-olds this year and balanced by the inclusion of employed 17-year-olds.

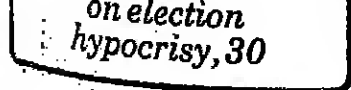
The paper also shows that officials were attracted by a "no change policy" for 1984/85.



Ronald Beiner on the early Rousseau, 13



Asa Briggs on the university in society, 11



Bernard Crick on election hypocrisy, 30



A mural depicting "Medical genetics in the prevention of handicap" has been unveiled at Glasgow University's Duncan Guthrie Institute of Medical Genetics. The work, by the Artists' Collective of Timothy Chalk, Paul Grime and David Wilkinson, has the DNA double helix as its underlying pattern. The centre shows a family group being given reassurance and guidance by doctors and nurses, with surrounding scenes of scientists and technicians, early pioneers of genetics and human chromosomes.

Labour and Alliance pledge better access

by Paul Flather and David Jobbins

Both Labour and the Alliance have promised radical action to widen education opportunities and the Conservatives want a firm guiding hand on the subject balance in the universities.

Labour leaders believe the treatment meted out to further and higher education could be a key issue - and trade unions with members in universities and colleges are fighting to put it on the political agenda.

Labour's manifesto promises to introduce a crash programme of employment and training with new job subsidies and allowances as part of emergency action taken within days of assuming office.

The party regards its programme for 16 to 19-year-olds its "absolute cutting edge" with first priority on resources. Student trainees in full-time education would receive £25 a week "wage" with £30 a week for unemployed trainees.

It also plans a "universal entitlement" of one year's full-time education to everyone aged 18 and over, which could add up to two million in the 500,000 currently in full-time education.

The Conservative manifesto promises no such radical change. The party says: "The very large sums of public money now going to higher education must be spent in the most effective way. Within that budget we want to see a shift towards technological, scientific and engineering courses."

On its record, the manifesto says that money has been set aside for the 700 "new blood" posts over three years. It pledges support for more teaching and research in information technology, with new lecturing posts and 2,200 new student places.

The election has intervened in the work of the Commons Select Committee on Education, Science and the Arts, with two inquiries on public records policy, and education and training 14-19, left incomplete although evidence taken will be published. The agreed final report on Northern Ireland higher education will appear late next month, and evidence on higher education funding will be published next week.

Berrill clears SSRC unit of union bias

A report published today has found no substance in Lord Beloff's accusations that the Industrial Relations Research Unit at Warwick University has shown a strong pro-trade union bias.

The report says Lord Beloff who is vice-chairman of the advisory committee of the Conservative Research Department, made no accusation concerning the use of evidence. He told us that he had no expert knowledge of industrial relations and was not familiar with the unit's output, it says.

The report was carried out for the Social Science Research Council by an independent team of three, headed by Sir Kenneth Berrill, a former chairman of the University Grants Committee, now chairman of London stockbrokers Vickers & Co.

It has taken exactly a year to investigate the accusations first made by Lord Beloff in evidence to the Ruthschild inquiry into the SSRC published last May, and singled out by Lord Rothschild for particular scrutiny.

The investigation has proved extremely difficult and slow, partly because of the unprecedented task of giving academic bias its first official definition, and partly because of trouble pinning specific charges. Lord Beloff was unavailable for comment this week.

"I'm sorry it has taken so long to produce a little," Sir Kenneth writes in a preface to the 18-page report. "Apart from the organisational problem mentioned in the introduction, the task of reducing the allegations from

the level of generalizations to specific charges was a lengthy one but produced only the relatively meagre list of instances which are discussed in the report."

The report concludes that the accusations are not substantiated. But it does find the unit guilty of not paying sufficient attention to the way some of its material was presented in an area of research of "great political sensitivity."

The report was presented to the SSRC on Monday. In a statement the council regretted the delay caused to the unit staff by the accusations and hoped it could now continue its scholarly work without disturbance.

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News in brief

'Provide grants for 16-18s'

The Department of Education and Science should provide 16-18-year-olds with maintenance grants to prevent them dropping out of the system, a former Labour education minister said this week.

Mr Gerry Fowler, the director of North-East London Polytechnic, told the annual conference of the Association of Vice Principals of Colleges in London that the DES should also provide paid educational leave, day release and work experience for all. It should also introduce a credit transfer system so that students could complete courses over a longer period and in different institutions.

Principal retires

Professor John Hall, principal of the London Business School and closely linked with Mrs Margaret Thatcher's economic thinking in recent years, is to retire in July 1984 after founding the school in 1965. He will remain a tenured professor at London University, and continue with his research and outside commitments. Since 1980 he has been chairman of the Legal and General Group. Professor Hall has played a major role in establishing the school's reputation and its important forecasting work.

Women's work

Unemployed women are to help restore the 150-year-old Manchester family home of the Pankhursts, founders of the Suffragette movement, under a Manpower Services Commission scheme to give temporary jobs to long-term jobless adults. The home which has been threatened with demolition will be developed as a library research and information centre about women's independence organizations. There will also be a museum, under a plan drawn up by the Pankhurst Appeal Committee and the Manchester Heritage Trust, which is being sponsored by the Stafford Development Trust.

Maritime centre

A centre for maritime transport and operations in Hull, one of a few in Britain, has been established by Humber-side College of Higher Education to provide advanced management training programmes, related to maritime transport, shipping and port industries.

One of its priorities will be short courses aimed specifically at the post-experience and continuing education market. The centre's diploma in port and shipping management which is to start this September has already attracted considerable interest from port authorities and shipping companies both in this country and overseas.

Poly petition

A petition from 140 staff and students in the town and country planning department of Liverpool Polytechnic is being put before the city council's education committee today calling for the course to be reinstated. The petition has the backing of the Mr Dominic Brady, the new chairman of the education committee, who took office when Labour won control of the council in the recent elections. He is also a student in the threatened department where there has been a student recruitment ban since the beginning of the year.

Industrial boost

Paisley College is to help small businesses expand and create new jobs in the Strathclyde region. The pilot experiment in using academic resources to encourage entrepreneurs has attracted funding from the European Development Fund, the Department of Industry, Strathclyde Regional Council and the Scottish Enterprise Foundation. Paisley's small business centre will provide short courses in marketing, finance and technology, and give businesses advice on microcomputers and how to use existing and new technologies.

Correction

Leeds Polytechnic has suffered a budget cut of between 3 and 6 per cent since 1980, not 36 per cent as reported in last week's *THES*.

NUU seeks legal advice on means to end

by Karen Gold

The New University of Ulster is taking legal advice on how to disband itself, following a warning from the Privy Council that the means it planned to use were not appropriate.

A meeting of the NUU court was due to vote on June 1 on a conditional resolution to ask the Queen to repeal its charter when the charter for the new polytechnic was granted. That meeting has now been postponed to June 27.

Within the next week, NUU is likely to know legal opinions both on the Privy Council's advice and on possible alternative ways of revoking its charter, according to NUU acting vice

chancellor Professor Palmer Newbold. If the Privy Council's opinion that the clause allowing amendments to the charter cannot be used to repeal it is proved correct, then the whole procedure might be speeded up.

This is because the amendment would require two meetings of court with a 75 per cent majority in each to approve it, whereas the Privy Council's proposed procedure would probably pass the decision back to a single meeting of council.

The NUU Senate last week voted to support the merger with Ulster Polytechnic for the first time, passing a resolution nem con recommending

that work on the charter and statutes should be concluded as soon as possible with a view to petitioning for a new charter for the University of Ulster.

The new institution should be closely watched for evidence of academic drift both before and after it is established, says the unpublished report of the House of Commons Select Committee on Education, Science and the Arts. The committee's report on Northern Ireland, its publication delayed by the general election, is likely to be published on June 22.

As well as recommending a major expansion of higher education in Lon-

derry, the report also calls for cross-border cooperation with the Irish Republic to boost students at the new institution, arguing that membership of the EEC by both countries means such arrangements are straightforward.

One teacher training in the province, it comments that all three colleges have a role to play - St Mary's, St Joseph's and Stranmillis - and recommends an expansion of in-service training. It also recommends that the Northern Ireland Department of Education takes over funding the newly-formed non-denominational Ulster People's College in Belfast when its charitable funding runs out.

The mathematics working party said that maths should be spread over five sites, including Westfield/OMC, and Westfield staff moving variously to Royal Holloway College and OMC. These recommendations have the sup-

Campaigners to doorstep Sir Keith

Activists fighting to save De La Salle College, Manchester are to extend their campaign into the Secretary of State for Education's own constituency of Leeds North-East.

The Roman Catholic college's action group believes this is vital because a meeting planned between bishops and Sir Keith Joseph, Secretary of State for Education, has been postponed as a result of the general election.

The group has collected about 103,000 signatures for its petition, which calls for retention of the college. It has been under threat since last November when Sir Keith announced that 10 institutions would cease teacher training.

The group was given permission only two weeks ago to extend its petition campaign into the Roman Catholic dioceses of Leeds, Liverpool, Hullam, Newcastle and Hexham, Shrewsbury, Cardiff, Middlesbrough and Lancaster. It plans to approach MPs in all these areas and is also preparing to expand its campaign into the Midlands and southern England.

The campaign was fuelled further recently by an admission from Mr William Waldegrave, under-secretary for higher education that information about the college given "accidentally" to MPs had been both inaccurate and inconsistent.

The judicial review of the Department of Education and Science's action on the college, which is due to be heard in open court on June 23, has not been cancelled. There is hope that Waldegrave's admission and DES officials' willingness to hear further representations means that some change of heart is possible.

NUPE spells out campus claims

by David Jobbins

The University manual workers' war of words with vice chancellors intensified this week as delegates from the largest union representing porters, cleaners and catering workers met in Scarborough.

Areas of conflict identified by leaders of the 13,000 university staff who belong to the National Union of Public Employees were:

- Lack of democracy in the University Grants Committee and on university courts and senates;
- Lack of progress on structural aspects of the 1982 pay claim and on this year's follow-up claim;
- Continued lack of progress on a national superannuation scheme for non-teaching staff.

Underlying their discontent was NUPE's failure to extract details of vice chancellors' salaries and perks which the union claims are uniquely immune from public scrutiny.

Repeated attempts by the union, culminating in a campaign of parliamentary questions, has failed to yield information.

Mr Alistair Macrae, NUPE's national officer for universities said: "The vice chancellors have always taken a feudal attitude. In our view it will require government pressure to drag them kicking and screaming into the twentieth century."

Delegates expressed strong support for the Labour Party's proposals for democratization of the UGC. Mr Macrae said: "It would change the climate of negotiations if we had a minister who was sympathetic to the needs of university staff."

On pay the manual staff negotiators are due to meet the employers on June 3 for renewed talks. If the vice chancellors offered the 4.6 per cent already awarded to academics it seems likely negotiators would put it to their members - but without a recommendation for or against acceptance.

The national committee has pointed out that if manual staff received an award of the same cash rise as academics, its members would be receiving £12 a week extra. But chances of a flat rate offer were thought to be low.

The third area of grievance is the failure to agree on a national superannuation scheme. "The vice chancellors are great about talking about the university community but when it comes to conditions of service, and superannuation is a glaring example, millions of pounds can be made available to the academics while the employers refuse to negotiate nationally on a scheme for non-teaching staff," Mr Macrae said.

NUPE leaders are delighted their membership in the university sector is continuing to grow despite the effects of the cuts. For the first time there was a new delegate from Cambridge this year, which with Oxford is at the top of NUPE's hate list. The union now claims 260 members at Cambridge and that one Oxford college has broken ranks to join the national consortium which negotiates manual workers' salaries in most universities.

Adult educators will hold a public meeting at Queen's University, Belfast, this weekend to discuss setting up an Adult Education Association for Northern Ireland.

ASTMS (Association of Scientific, Technical and Managerial Staff) will be discussed by the tutor organizers' national advisory committee today before the WEA biennial conference opens in Harrogate tomorrow.

The joint WEA/ASTMS statement calls on the tutors, who are members of ASTMS but in their own autonomous WEA section, to recognize a distinct difference between industrial relations matters - in which they are entitled to negotiate with the WEA - and educational policy matters, in which they should abide by NEC decisions.

This clash over principle stems from the fact that ASTMS/WEA agree to a scheme regulated by the WEA for the Manpower Services Commission for providing education for the unemployed. The tutor organizers vetoed the scheme on the grounds that not only would it employ people at poorer wages and conditions, but it would have power over the curriculum.

ASTMS/WEA is likely to recommend to its members today that they re-enter discussions with the WEA.

Changes could cut out science

by Ngao Creguer

A London University working party is about to recommend that Westfield College give up computer science. If this and other recommendations already made are accepted Westfield College will be left with no science.

The college decided at the beginning of London's restructuring exercise to transfer its physical and chemical sciences to Queen Mary College. Then they reluctantly accepted that biological sciences would need to be given up.

The mathematics working party said that maths should be spread over five sites, including Westfield/OMC, and Westfield staff moving variously to Royal Holloway College and OMC. These recommendations have the sup-

port of all the maths departments involved, including Westfield. Only the principal of the school, Dr Bryan Thwaites, thinks it is too premature to make recommendations on maths.

The computer science report is still only in draft form but recommends that the subject be transferred from Westfield to King's College. The college has been considering new developments in information technology but clearly these could not proceed if Westfield lost mathematics and computer science.

Westfield has about 1,200 students and only two faculties, arts and sciences. It is currently associating with Queen Mary College and earlier dropped out of plans to merge with Bedford.

Glasgow asks UGC for £2m

by Olga Wojtas

Scottish Correspondent

Glasgow University has asked the University Grants Committee for £2m from its £20m restructuring fund, and 700 student places.

The university's restructuring plan was expected to be finished in time for this week's court meeting, but an advance draft has already been sent to the UGC. It will be put before the senate next month.

Glasgow's principal, Mr Alwyn Wil-

liams, refused to reveal details of the plan before the court meeting, but said it contained "a large number of exciting programmes across a very broad range".

Dr Williams added: "I think it's the duty of every university to go out and grab as much as possible, and I would expect the university to see at least half of its plan reach fruition."

Each faculty produced redevelopment schemes which were vetted by the university's academic development committees.

Industry links plan

continued from front page

Specifically, the report proposes a 25p in the pound bonus every time a university signs an industrial contract, to a total value of £10m a year for at least five years. This reward for the successful would be complemented by a separate £5m fund to help colleges improve their industrial liaison.

The smaller fund would not be tied to any specific initiatives, as the ACARD group decided there was no magic recipe for fostering industrial collaboration which would suit all higher education institutions. Instead, colleges would be invited to bid for grants for their own schemes.

The report also proposes further support for firms which issue university contracts along similar lines to existing Department of Industry provision for backing innovative projects.

The DoI already backs a number of programmes designed to promote academic-industrial collaboration, and is likely to prove most receptive to ACARD's proposals.

On job transfer, the group calls for changes in academic superannuation to avoid loss of pension rights deterring teachers in higher education from taking short-term industrial posts.

Leader, back page

TV lobby threatens fine art course

by Felicity Jones

Behind the scenes pressure from independent television companies to expand training for studio production assistants threatens to oust fine art from the prestigious, purpose-built Ravensbourne College of Art and Design.

Heavy lobbying by television companies such as Thames and Television South who take students from the college's TEC higher diploma course in communications engineering for television and broadcasting persuaded the London Borough of Bromley's further education sub-committee to overrule the academic board's opinions.

In its response to the National Advisory Body's 10 per cent hypothetical cut, the board had decided reluctantly to single out the department of television for closure if a saving was required.

But this was reversed, when the local authority directed the college board of governors to examine the alternative of closing down fine art with over 100 degree students, and transfer television and illustration to the main site with the intention of establishing a college of design for industry.

Although the academic board re-

The science staff are supporting most of the recommendations on the grounds that they need to move to be on one of the five prime sites.

The arts faculty is highly regarded and the Spanish department won one of the rare arts new blood posts. The arts staff are hoping that there will be a transfer of staff to Westfield from other colleges to make up their numbers. A college submission to court has complained of the de nuding of the college.

The principal was unavailable for comment.

London's academic council has accepted the recommendation of all the university's working parties, without amendment.

The University of Wales Institute of Science and Technology has called off its merger plans with University College, Cardiff, for the time being.

The council passed a resolution saying that although the idea of a merger was still welcome, there was unease about recent discussions which had failed to satisfy both parties on questions of financial planning and other matters. The council decided therefore that a period of reflection was now best for all concerned. In effect this is seen as a cooling-off period for the two colleges, for at least three years.

University College still remains committed to the principle of merger and a spokesman said they would have to consider the UWIST resolution.

fused to change its mind, the governing body, heavily weighted by council members agreed to put both alternatives forward in the response to NAB. But staff in the fine art department fear that the council and college principal are being Machiavellian about what they actually plan to do.

The television department's move to the main site would involve costly conversion and rewiring work. It is known that the television companies want to expand courses for more creative technicians and it is believed that they have proposed to invest £12m to make the conversion over five years. Nothing, however, has been put down on paper for council or governors meetings.

The Independent Broadcasting Authority confirmed that it has been asked to write in support of the television course but denied that it was involved in any discussions about further funding of the course.

Mr Nicholas Frewing, the college principal, made it clear to students at one meeting that his preference was for a design - only college maintaining television, and at a special academic board meeting this week he said that there had been immense pressure to extend the television course.

for a research floor or any other purpose not reasonably charged to the student.) The university would be free to charge more in fees than students received in assistance to pay them. Some students might receive no assistance, depending on the way the university chose to manage its student aid resources.

If the Government had decided to introduce a loan scheme by the time the experiment was launched, some of the budget might be channelled through grants, and some through loans - in this part the budget could be expressed as a grant quota and a loan quota.

Because students attending universities taking part in the experiment would be expected to look to the institution for assistance with fees and maintenance they would have to lose their eligibility for mandatory awards and the awards regulations would need to be amended to provide for this. LEAs might, however, be left free to give discretionary grants to students, as to the institution.

The university would have to decide after consultation whether to continue to be owned by nationally negotiated pay agreements or not, knowing that support from public funds would in general continue to be calculated on the basis



Mr Chris Minia, president of the National Association of Teachers in Further and Higher Education, returns 247 unaligned dismissal notices issued to staff at Croydon College. The dismissal notices were sent out by the local authority in an attempt to impose longer teaching hours and other worsened conditions of service.

More than 400 people had marched on Croydon's education office in protest of the authority's action but no official was prepared to meet Mr Minia, pictured with Mr Peter Dawson, general secretary of Nafhe.

Lecturer faces 'first-ever' dismissal

A Rending University lecturer who is already the subject of a disciplinary action faces the first academic dismissal proceedings in the university's 57-year history.

Dr David Hurst, a lecturer in the law department since 1978, has been told that Dr Ewan Page, the vice chancellor, has requested his dismissal under the "good cause" clause of the university's statutes. Mr Hurst has himself filed a complaint against Dr Page under the same articles.

The dismissal move follows articles written in the national press by Mr Hurst alleging that universities were overstaffed and that obligations on academics' time amounted to only 300 hours a year.

Mr Ted Bell, senior assistant registrar at Reading, said Mr Hurst was already the subject of disciplinary action by the head of his department after complaints from his colleagues.

The case will initially come before a special committee of inquiry within the next few weeks, and if found to be of substance will then go before the university council. One of the issues will be whether Mr Hurst showed the text of his articles to Dr Page before they were printed. He is understood to claim to have done so, but Dr Page says that will be disputed.

Mr Hurst's complaint about the vice chancellor will also go before the special committee and could be referred to the Queen, who is the university Visitor.

Mr Hurst is not a member of the Association of University Teachers. But a union official said that the AUT deplored the statements that he had made in the press because they were factually inaccurate and played on public prejudices about academics.

ILEA slams account of prison ban

A Home Office account of the banning of chief education officer Mr Richard Brown from Holloway Prison, London, has been condemned by the local authority as a travesty of the truth.

Home Office junior minister Mr David Mellor said in a Parliamentary written answer that Mr Brown had been excluded from the prison by the governor, Miss Joy Kinsley after he had failed to give her an assurance he would not see a particular prisoner. She had requested his employer, the Inner London Education Authority, to withdraw him from the prison pending a formal inquiry.

But the ILEA was never asked by the governor for authority to withdraw Mr Brown from the prison, and would never have considered such a request as being a reasonable one, according to ILEA assistant education officer Mr Peter Clyne.

"The governor excluded Richard Brown from the prison in accordance with prison rules," said Mr Clyne. "This authority has no right of reference to prison rules."

The Home Office account of Mr Brown's failure to give a written assurance also did not mention that Mr Brown was given the instruction to do this the day before he went on holiday, Mr Clyne said.

Mr Mellor's statement, which answers a Parliamentary question by Labour MP Christopher Price on the reasons for the exclusion and Home Office policy on these matters, also says that a formal hearing of Mr Brown's case is to be held on May 26.

According to Mr Clyne, the ILEA has had no notion of such a formal meeting, but is meeting the governor and Mr Brown informally on that date to clarify the position.

Leader, back page

Sir Keith's privatization proposals: full text of DES paper

A university taking part in the experiment outlined here would have a budget which would contain all the assistance the university and its students would receive from public funds except for research financed by the research councils and, possibly, post-graduate studentships. A university funded in this way would be free to decide how many students to admit, how much students would be required to contribute to the costs of the university and how much assistance they would receive with maintenance.

It would be free to allocate assistance on any mixture of means and ability criteria it wished. If loans were involved, there might be externally imposed upper limits on the student was allowed to borrow, or to satisfy guaranteed repayment requirements. It might be argued that the student maintenance element in the budget should be earmarked in some way, and this can be discussed.

The simplest model for managing the flow of funds to the university under such an arrangement would be one in which the university drew its total budget in instalments like recurrent grant, paid students maintenance, and collected from students on top of any fee it decided to charge on its own public income. But this model does not

perhaps highlight clearly enough the break from present practice, and it is suggested that the following model has practical advantages in addition.

The university would fix its own fees. It would be free to charge different fees for different subjects or groups of subjects and different levels of study. (There would be problems to be resolved if students on post-graduate taught courses continued to be funded through the research council etc.) All students in each category level - home and overseas - would pay the same fee. What would vary would be the assistance students received to pay the fee. Home students might be means tested or win scholarships, and overseas students might be eligible for assistance from private funds, or from overseas aid funds. In the extreme case some home students might get no assistance at all, yet still be admitted as full fee-payers.

The university's income from public funds, or the greater part of it, would therefore be channelled through fees. The university's financial aid office would use the public funds at its disposal of the university to assist some or all students to pay some or all of the fee. (It would, however, be possible for a portion of the budget to be allocated directly to the university, eg to provide

for a research floor or any other purpose not reasonably charged to the student.) The university would be free to charge more in fees than students received in assistance to pay them. Some students might receive no assistance, depending on the way the university chose to manage its student aid resources.

If the Government had decided to introduce a loan scheme by the time the experiment was launched, some of the budget might be channelled through grants, and some through loans - in this part the budget could be expressed as a grant quota and a loan quota.

Because students attending universities taking part in the experiment would be expected to look to the institution for assistance with fees and maintenance they would have to lose their eligibility for mandatory awards and the awards regulations would need to be amended to provide for this. LEAs might, however, be left free to give discretionary grants to students, as to the institution.

The university would have to decide after consultation whether to continue to be owned by nationally negotiated pay agreements or not, knowing that support from public funds would in general continue to be calculated on the basis

of national pay factors. For the period of the experiment, the starting point for the budget would be the university's income in the base year from UGC grants (including provision for capital work in recurrent grant); plus home undergraduate fees; plus provision for student maintenance calculated on the basis of home student in the base year times the average maintenance award; plus some allowance for the cost of administering student assistance (which could not be recouped from LEAs as long as the scale of the present system was not significantly reduced). Once a base budget was established it would be updated annually in cash terms in parallel with whatever inflation was provided for universities generally. Any new developments would have to be financed by savings elsewhere in the budget or by external funding. There would be no clawback of privately raised funds.

The experiment would be for an agreed period. Probably for the whole of that period, but at least for an agreed shorter minimum period, the university would have to be given certain guarantees, to be negotiated, above the level of public support, whatever might befall. But such guarantees would not be part of any permanent arrangement.

It is for consideration whether participating universities should have the right to revert to "UGC status" at any time or only at the end of a specified minimum period. The Government would have the right to bring the experiment to an end only by giving a specified period of notice.

There would have to be transitional arrangements for students already in the university on existing grounds, fees etc when the experiment began, and to protect the position of students on university schemes when the experiment ended. This points to at least a three-year run-in period before the university would be fully operating under the experimental scheme, making for a fairly long experimental period.

Consideration would have to be given to capital controls during the experimental period. The ideal laissez-faire position would be to put universities in control of their own capital assets, with the ability to mortgage them and with no duty to surrender proceeds of sale, but, especially for an experiment, this may create difficulties in terms of Government accounting. UGC funding of any existing major project would continue.

New blood 'threat to funding system'

by Ngao Creguer

The "new blood" scheme could be the forerunner of a new funding system for the universities, breaking the link between teaching and research, university lecturers heard this week.

In his opening presidential address, Mr Steve Ruhemann told the council of the Association of University Teachers that the scheme, which attracted young people into the system, was welcome.

"It would be very foolish, however, to close our eyes to the fact that this scheme is not only a pitifully inadequate compensation for the losses we have sustained, but is also potentially a Trojan horse threatening the dismemberment of the present funding system and its replacement by a highly selective 'centres of excellence' system which would break the traditional link between teaching and research, with consequences for university teachers that hardly need spelling out", he said.

"There are indications that this kind of thinking is not far from ministers' minds. And I must add here that the Think Tank's privatization suggestions have not yet been repudiated."

He said a trend with similar implications was renewed criticism of the binary system. The AUT was willing to cooperate in any moves which genuinely improved provision and extended access. But there was a serious danger "that idealistic talk about breaking down barriers will be used as a cover for rationalizations intended to reduce provision and staffing and to convert some universities into teaching-only institutions."

The latest Government statistics pointing to buoyant demand finally discredited ministers' attempts to use the demographic curve to justify cuts in university finance, he said.

Mr Ruhemann was also confident that the situation had marginally improved. "A number of university administrations, which seemed at one stage

to be hell-bent on the sacking of staff, have adopted in varying degrees policies of cooperation with the AUT in the implementation of strategies to avoid compulsory redundancy." Politicians were also paying more heed to the question of educational opportunity, to the country's research needs, and to the value of the universities.

He further claimed that the Government's two U-turns, on overseas students and student loans, had been responses to an extremely effective lobbying campaign, in which the AUT had played an important part.

University librarians were told this week that the overriding aim to prevent compulsory redundancies meant they might have to accept the redeployment of lecturers without qualifications in librarianship, writes David Jobbins.

A policy statement on the issue was given to the council of the Association of University Teachers in London this week. It was the latest stage in a threatened clash between the union leadership and the national committee representing library staff, who belong to the AUT.

It arises from the librarians' fear that academics may be under pressure to accept senior library posts as an alternative to redundancy, thereby blocking promotion prospects for qualified librarians.

Although the reiteration of established AUT policy was designed to allay these fears, it was not clear whether it would achieve its aim. Union leaders do not believe that redeployment on a large scale is either likely or desirable. The statement says that redeployed academics should receive one year's full-time or part-time equivalent training in librarianship.

Union leaders are aware the redeployment issue is not confined to library posts and the national executive has asked one of its top committees to examine the whole issue.

Architects enter brave new world

by Felicity Jones

The cash crisis in architectural education has led the Royal Institute of British Architects to launch a quarterly international journal.

The editorial in the first issue of *Architectural Education*, states that architectural education is about to change under pressure from clients, students, lecturers and the Government. Lack of money is the basic problem.

"Some schools have been closed, others live under the sword; departments of architecture are increasingly called upon to justify their existence to some of the most intransigent of architectural education," it says.

Dr Stephen Trombley, the editor, said: "Architectural education is going through a bad patch. With staff/student ratios of seven to one, it is

expensive and takes up a lot of resources and with the Government's cuts architecture departments in universities are particularly called to account to justify their existence."

He pointed to the closure of the school of architecture at Bristol University and the struggle for survival of the department at Liverpool Polytechnic. The RIBA has not held a conference on the educational aspects of architecture for 13 years but plans to hold one this year.

Dr Trombley also pointed to a belief within the profession that there should be a rethink about the direction courses should take.

"Things have changed considerably from the 1960s when architects were enjoying the new building boom and were commissioned to design a new hospital here and new school there. The role of the architect has become

much more diverse from rebuilding old houses to aspects of conservation and courses need to reflect that change," he said.

Apart from a small American publication the new journal will be the only one to cover the international gap in specialist publications about education and architecture. The history of the subject gets an airing in the first issue with an article by Le Corbusier and a reprint of Walter Gropius's account of the history of the Bauhaus.

The first of a series of quarterly lectures on educational topics was held last week to mark the launch. Professor Geoffrey Broadbent, head of the school of architecture at Portsmouth Polytechnic gave a personal account of the history of architecture and its future.



Breathing space: the Rayne Foundation has donated a custom-built laboratory for research into respiratory diseases to Edinburgh University. The laboratory was opened by the university's rector, Liberal leader Mr David Steel (left), pictured talking to Lord Rayne, while a "bellman" tests the treadmill which measures breathing and heart action.

The treadmill, donated by the British Heart Foundation, is the only one available in Britain which can accommodate the slow walking speed of patients with severe bronchitis up to the speeds achieved by Olympic athletes. A large number of organizations have also contributed to the laboratory's research work, including the Chest, Heart and Stroke Association, the Medical Research Council and the Scottish Home and Health Department.

Cross the line, says union

Higher education in London would benefit from more collaboration across the binary line, according to the National Association of Teachers in Further and Higher Education.

The Naffha Inner London region has pointed out in its response to the Inner London Education Authority's review of advanced further education that there has never been a study of all higher education including Goldsmiths' College and the Roehampton Institute and both City and London universities.

"Even considering the provision within ILEA, there is an urgent need for consideration of the 'mix' of education offered to the London, regional, national and international communities," the union states in an outline policy document.

Changes in the industrial base of the capital city following the decline of its manufacturing industry and the loss of one third of its jobs in two decades meant that all kinds of education opportunity had to be provided, Naffha says.

The association supports a tertiary system as the best provision for 16 to 19-year-olds as part of the "seamless robe" of education linking schools, colleges, adult education and youth and community work.

The union says that changed circumstances should not destroy what has been achieved.

The investigation notes it is seldom proper to use the term "bias" in a pejorative sense in this area. It found that the general conclusion of academics, industrialists and policy makers was that the unit's field work "had made a unique contribution to knowledge in the areas it had covered."

But the investigation did find two instances where bias in presentation may be attributed to the unit. The first was a book on industrial democracy by two authors - one of whom subsequently joined the unit - included in the annual report.

The second was a paper on the Government's 1981 industrial relations proposals which "attributed motives" to the Government in its approach. The *Berrill Report: An Investigation into Certain Matters Arising from the Berrill Report on the Social Science Research Council*, free from the SSRIC, 1 Temple Avenue, London EC4A 3DF.

More than 3,000 places out of the 40,000 likely to be available in Scotland in the Youth Training Scheme have already been scooped up by private training agencies, the annual conference of the further education lecturers' national section of the Education Institute of Scotland was told at the weekend.

The conference condemned the use of private agencies, reflecting growing concern that "cowboy organizations will offer cheap training to employers following the breakdown of talks between the CBI and education authorities about the rate to be charged by the further education colleges for the week off-the-job training."

Joint finance urged for 16-19 courses

A new funding system for all provision in Inner London schools and colleges would be necessary if plans to rationalize 16-19 courses across both sectors are to go ahead, according to a paper presented to the ILEA's 16-19 review sub-committee.

The paper, prepared by the ILEA's education officer, shows that it would be impossible to introduce new financial arrangements for the 16-19 sector only as much of the institutions' internal provision for this age group is inseparable from other work.

The document, which has now been sent to the recently set up Inner London Tertiary Education Board for its recommendations, outlines three options for developing a new funding system. These are a course-related or a roll-related system and a mixed approach.

But it points out that only a system of dual funding could really be introduced for September 1984, when it is hoped that the first schedule of courses approved under the new arrangements will start.

A dual system of funding would involve each sector continuing as at present but where arrangements are made to identify the costs of courses on a theoretical basis.

On the whole, the ILEA does not favour such a system, except as an interim measure that could be introduced quickly and which would provide information on courses and costs as it developed.

It recognizes that in the long term it would meet very few of its objectives as schools and colleges would continue to use an irreconcilable system, thus preventing real rationalization of courses.

The committee itself would prefer to see eventual introduction of a mixed approach. Under this system institutions would be allocated a base-line budget based on roll calculations to which resources could be added related to group size, level or type of course, a mixture of these or other factors.

The paper says that this option by allowing the institutions a base-line would ensure adequate planning time and would be sensitive to different course requirements and provide course and cost information as a by-product.

It also points out that there are a number of factors which will eventually determine the choice of options. One of these is the difference of costs across both sectors created by the differing conditions of pay and service.

'Scoop' rapped

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Travel award plans shelved for election

by David Jobbins

Ministers have decided against sweeping changes in the way travel awards for the next academic year are calculated - the second crucial decision on student support shelved since the general election announcement.

Although the present arrangements remain unchanged for next year, Sir Keith Joseph, secretary of state for education, told the Commons on the eve of the dissolution that further consideration would be given to the method of reimbursement. Last week he also announced that student loans were shelved for the time being.

Student leaders have been awaiting Government proposals with keen interest since the announcement that

changes in travel awards were under consideration. Two main options were proposed - a flat rate based on the average cost and a banding system taking into account the distances between a student's home and university or college.

Local authority organizations are opposed to the second because of its administrative complexities while the first, most favoured by ministers, is opposed by the National Union of Students on grounds of injustice.

The conflict, NUS leaders believed, has led to delay which meant that proposals were caught by the election.

But on the basis of Sir Keith's Commons announcements, they fully expect the two issues to be re-opened if the Conservatives are returned to power after June 9.

Sir Keith also gave the Commons details of the main rates of grant for the coming academic year. He said last November that the increase would be in the order of 4 per cent, and the new maximum grants are increased by roughly that amount. The "away" rate increases by 4.07 per cent from £1,595 to £1,660; the London award by 3.94 per cent from £1,900 to £1,975; and the home-based award by 3.92 per cent from £1,225 to £1,275.

Almost 250,000 students are classified as "away", 71 per cent of the total. Students studying from their parental homes account for 11 per cent and London students for 15 per cent of the total.

Nothing sinister is being read into the discrepancies in the size of the award between the three groups. The Department of Education has simply followed precedent by rounding off amounts to the nearest £5.

The parental contributions thresholds are being adjusted upwards by 8 per cent in line with the movement in earnings over the past year.

Contributions for 1983-84 will be:

Residual income	Parental contribution
£ 7,100	20
8,000	148
9,000	281
10,000	418
12,000	668
15,000	1008
22,000	1548

Overdue PhD students to pay £100 penalty

by Paul Flather

Students at Sheffield University taking unusually long to complete and submit their theses will in future have to pay an extra £100 a year "continuation fee".

The penalty comes into force in October and means that Sheffield has taken one of the most positive steps to date to speed up student completion rates since the issue was raised by a Government report a year ago.

The Swinerton-Dyer report on postgraduate training described PhD submission rates as "wholly unsatisfactory" and put the blame squarely on universities rather than research students or the five research councils.

In one survey, the report found that just less than half of science students registering for a PhD in 1974 had completed by 1980. Among social science students, only 40 per cent had completed after four years.

At Sheffield, all full-time postgraduate students taking more than the allowed five years to submit a PhD or

more than the allowed four years to submit an MA will have to pay £100 each extra year. For part-time students, the limits are eight and six years.

Mr Duncan McCallum, the assistant registrar, said more and more students were applying for extensions and the university had decided that it ought to encourage completion. The most common reason for an extension is that students have less time because they are now working.

"Of course, we did not study the league tables to see how Sheffield fared on completion. But we have been thinking along the same lines as the Swinerton-Dyer report," he said. Fees will be waived in special circumstances such as hardship.

Sir Peter Swinerton-Dyer takes over as chairman of the University Grants Committee in October, and there is no doubt his report will be one of the documents in his in-tray. Meanwhile, the research councils are now publishing league tables of university completion rates.

IBA to step up adult education TV

The Independent Broadcasting Authority is to increase its education broadcasting support services for adults.

Some of the funding for the back-up material will come from the controversial source of commercial sponsorship. Commercial television is not allowed to permit companies to sponsor programmes, so this may mean that for the first time part from sports broadcasts, names or products will be associated with programmes while on the air.

A new programme support and development group in the IBA will seek sponsorship, among other tasks. It will have three staff at first and an undisclosed amount of money.

It will publish all forthcoming adult education programmes on independent television, both the ITV companies and Channel Four. The first of these compilations for 1983/84, called *TV Take-Up* was released this week. It contains details of over 1,000 hours of programmes in a year, and will be published annually in March and updated twice in January and August.

The booklet is aimed at schools and colleges, other organizations and individual viewers and 20,000 copies will go out in the first mailing. Local Community education officers to the local television companies will also distribute it.

The IBA's support group will also provide material to accompany their education programmes and relay ideas between them and groups interested in seeing programmes on different subjects.

Although local television companies arrange publication of back-up material for their programmes, they have nothing like the extensive publishing operation run by the BBC.

TV Take-Up can be obtained free from the IBA, 70 Brompton Road, London SW3 1EX.

A sunnier path to Oxford?

A radical suggestion that the Oxford University entrance examination should be moved to coincide with summer A levels is one of the options being considered by an official committee reviewing admissions policy.

A report is being written by Sir Kenneth Dover, president of Corpus Christi College and is eagerly awaited by all other universities which are greatly affected by Oxbridge admissions procedures.

Sir Kenneth has affirmed that "no radical reforms have been ruled out", although it is clear he and his committee will plump only for reforms acceptable to the majority of colleges, which enjoy relative autonomy on admissions, and to Cambridge University.

The most significant decisions still facing the committee are:

- to abolish all entrance awards;
- to make admissions more centralized;
- to move the examination date to April or June from November;
- to standardize all "conditional offers";
- to allow candidates to express "no preference" for a college.

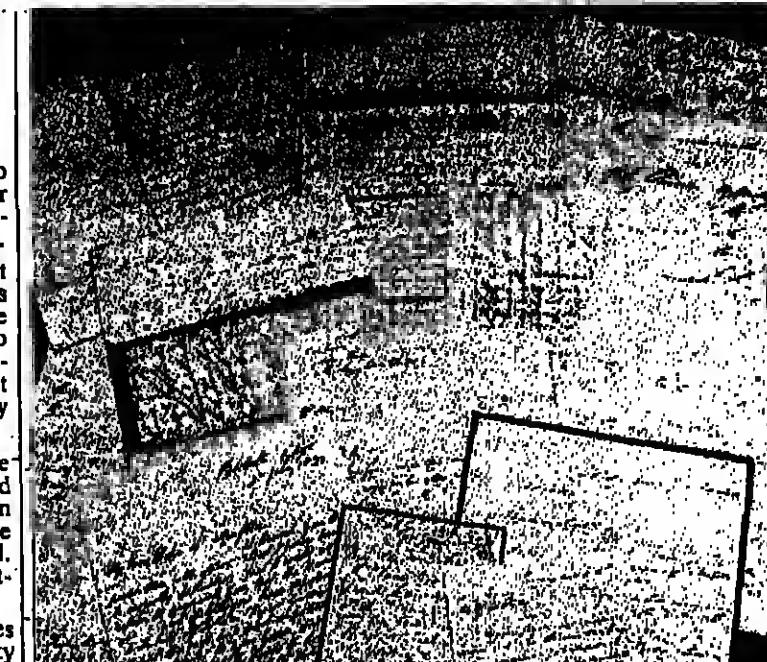
Behind the review are grufflings that Oxford entrance has become filled with "Byzantine complexity", and that only half the undergraduate entry comes from state schools, even though 77 per cent of all sixth-formers taking A levels are in the maintained sector.

An interim report makes clear that the committee has already ruled out any idea of abolishing the entrance examination, and is strongly against any notion of quotas to shift the social bias of Oxford undergraduates.

The committee was set up last November to try to simplify Oxford's admissions procedures, and also to stall Kettle College in its plan to by-pass the procedures and join the University Central Council for Admissions which controls general student entrance.

The final report will be ready on May 27 and circulated for discussion, with final decisions made by October. The committee has met regularly and has considered more than 115 submissions, including 48 from outside Oxford, with more still trickling in. Sir Kenneth said there was no view expressed that has not also been contradicted.

It has ruled out abolition of the entrance examination, a proposal



Southampton University has taken over custodianship of 150,000 documents like these, relating to the military, parliamentary and political career of the first Duke of Wellington. They cover the years 1790 to 1852 and were handed over at an inauguration ceremony at the weekend by the present duke.

Student appeals

The Privy Council says that in the last 15 years, there have been about 40 appeals from students to a Visitor in which the Privy Council has been involved. Several of these cases have not yet been decided and as far as the rest are concerned, the Visitor has only felt able to act in two cases.

A sizable minority of girls, around 15 per cent, were not clear what they wanted to do after graduation. More participants on the Imperial College and Salford University courses wanted to work in engineering than any other. Girls on the Bath University course were most uncertain about their future career - 17 per cent were considering engineering and 14 per cent had not decided.

"Insight" courses also helped to debunk some popular misconceptions about engineering - that it involves working with one's hands in a dirty environment and is a low status profession.

The committee is likely to follow Cambridge's lead and recommend the abolition of entrance awards. Colleges will remain free to make awards on college work. A new system of spreading talented applicants among colleges with more centralized supervision would follow.

The so-called matriculation offer, whereby students can be offered a place on a testing interview, a head-teacher's report, and the minimum requirement of two E grade A levels is likely to be extended in a general "conditional offers" package. At present 10 colleges make matriculation offers.

Moving the examination date would end the discrimination against schools unable to offer special coaching for seventh-term entrance candidates, with either the fifth or sixth term as options.

Universities would be anxious to ensure Oxford places had been cleared up before their own August A level rush came, and teachers would not want to dog the run-up to A levels. But both drawbacks seem soluble.

Researches performing animal experiments will face a new licensing system soon after the general election if the new Parliament carries through proposals contained in a Home Office White Paper published last week.

At present, personal licences granted under the Cruelty to Animals Act 1876 permit researchers to pursue a succession of different projects, provided they are working on anaesthetized animals. The White Paper says this is no longer satisfactory.

Under the proposed new system, at least one worker on any project would have to apply for a special project licence for the specific experiments it entailed. A "project" might mean a brief sequence of experiments set up by a researcher to answer a specific

question or a much longer research programme with many tests of the same type, the document says.

Project licences would be an extra requirement on top of personal licences for all the researchers involved and applications for the new licences would have to carry a countersignature from another senior researcher. This "sponsor", usually a professor, would have to certify that the project was likely to achieve its scientific purpose, that there was no alternative method that avoided use of animals, that the animal species proposed was appropriate and that there were proper plans to use painkillers.

The new legislation would demand individual licensing for students, even if their supervisor was licensed. It would also specify that licences for teaching would not be granted if individual recordings could meet the same objectives.

The other main changes proposed include extending control to procedures such as breeding for physical defects, production of antisera, transfer of tumours and manipulation of embryos, as well as to conditions of care in animal breeders and suppliers.

Animals would be allowed to survive after an experiment provided this would not cause pain and their care in the laboratory would be regulated before and after their use in experiments.

The new regulations would be administered by a strengthened Home Office Inspectorate and a new statutory animal procedures committee would be set up in place of the present non-statutory advisory committee on animal experiment.

The committee would advise on policy for animal experiments, including development of alternatives, and present an annual report to Parliament.

The legislation put forward in the White Paper would enable the Government to ratify the Council of Europe's convention for protection of animals in scientific research which it will issue soon. The British proposals are stricter than those expected to appear in the European document, but this is acceptable as the terms of the convention are intended to be a minimum standard.

Scientific Procedures on Living Animals, HMSO, Cmnd 8883, £3.00.

Insight proves riveting

by Patricia Santinelli

Most girls who have been on an Engineering Industry Training Board "Insight" course opt to take an engineering degree, according to a report published this week.

The EITB "Insight" scheme is designed to encourage more girls to become professional engineers. The survey was based on replies to a questionnaire filled in by 362 of the 373 sixth formers on the courses held at 10 universities last year.

It shows that more than 60 per cent of the participants decided to study engineering subjects after being on the course compared to 40 per cent who had made up their minds beforehand.

The survey also revealed a sharp reduction in the numbers who were undecided or who mentioned both engineering and non-engineering subjects as possibilities. These fell from 10 to 2 per cent and from 20 to 5 per cent respectively. It also shows that the number of girls who were going to study non-engineering subjects rose from 20 to 30 per cent.

On some courses the numbers undecided about engineering as a career were fairly evenly split afterwards between those who favoured engineering and other subjects. But at Salford University the "Insight" programme led to a doubling of the numbers intending to study engineering at degree level, with marked increases on the courses at Sheffield and Oxford universities.

On the Cambridge University course the shift had been the other way with more girls opting to do non-engineering degrees, at Loughborough, those intending to do other degrees remained the same, with those undecided switching to an engineering degree after the course.

The survey shows that most girls planned to work in industry after graduation, with 42 per cent wanting to go into engineering industry and a further 19 per cent to work as professional engineers.

A sizable minority of girls, around 15 per cent, were not clear what they wanted to do after graduation. More participants on the Imperial College and Salford University courses wanted to work in engineering than any other. Girls on the Bath University course were most uncertain about their future career - 17 per cent were considering engineering and 14 per cent had not decided.

"Insight" courses also helped to debunk some popular misconceptions about engineering - that it involves working with one's hands in a dirty environment and is a low status profession.

Student appeals

The Privy Council says that in the last 15 years, there have been about 40 appeals from students to a Visitor in which the Privy Council has been involved. Several of these cases have not yet been decided and as far as the rest are concerned, the Visitor has only felt able to act in two cases.

Overseas News

Fall in standards fuels finance debate

from Janet Hook

WASHINGTON

A spate of reports documenting a steady decline in the quality of the United States education system has fuelled efforts in Congress to increase federal aid to colleges and schools.

The flurry of criticism has sparked an change in President Reagan's education policies, which have kept a tight rein on federal spending on subsidies to schools and college students.

President Reagan said: "There are things the federal government can do to ensure educational excellence, but bigger budgets are not the answer," when he commented on the National Commission on Excellence in Education's report. This was one of the most widely-publicized critiques of

American academic standards and its 18 members were appointed by the Reagan administration's own education secretary, Mr Terrell H. Bell.

The decline in student performance reported by the commission proved to be useful political ammunition during the Congressional debate on the federal budget for 1984, when the Senate approved a proposal to add \$1 billion for education programmes.

Senator Robert T. Stafford of Vermont, a member of the president's own republican party who supported the budget increase, said: "One thing is absolutely clear from the report. We need to improve the status of education in our nation, and to do so we must increase our commitment to education."

The national commission's report cited lax academic standards, high

illiteracy rates, and poor preparation of teachers as a major cause of the decline in American education. It called for stiffer admission standards, a more rigorous curriculum and higher salaries for teachers.

Additional weight was thrown behind the commission's findings when, within a week, two other reports were independently released calling for important educational reforms. One was issued by the Twentieth Century Fund, a private foundation based in New York City and another came from an ad hoc panel of state governors, business leaders and educators called the National Task Force on Education for Economic Growth.

Many educators have agreed that efforts need to be made to improve the quality of students' preparation, particularly in the areas of science and

mathematics. But questions have been raised about where the money will come from for needed reforms - such as higher teachers' salaries.

Although the bulk of the financial support for educational improvements is likely to come from state and local governments, Senator Stafford told his congressional colleagues that federal officials had an obligation to be lenders and partners in this renewed commitment to educational excellence.

The \$1 billion increase in government spending endorsed by Senator Stafford would raise the total federal education budget to \$15.9 billion. Some Republican leaders in the Senate continued to press for a lower education budget of \$14.9 billion but the House of Representatives has already approved a budget resolution that would allow spending for education to increase to about \$16.3 billion in 1984.

The differences between the budgets approved by the House and the Senate will have to be resolved by a joint conference committee. The outcome is likely to be a spending plan that far exceeds President Reagan's request for only \$13 billion for education programmes in 1984.

President Reagan has suggested that the federal government was part of the problem of declining educational quality and not part of its solution. During the 20 years in which the commission saw a deterioration of American colleges and schools, Mr Reagan pointed out that federal education subsidies increased 17-fold.

He said: "The government seemed to forget that education begins in the home where it is a parental right and responsibility. Well-intentioned but misguided policymakers have stamped a uniform mediocrity on the rich variety and excellence that had been our heritage."

But at least one member of the national commission disagreed with the president's suggestion that increased federal support for education had contributed to the deterioration of students' academic performance.

Mr Norman C. Francis, president of Xavier University of Louisiana, said: "Had the federal government not done what it did, we would probably be even worse off than we are now."

Hungarian research squeezed

by a Special Correspondent

Hungarian scholars are feeling "fed and squeezed" over recent government cuts in expenditure.

The Academy of Sciences, which employs almost 2,500 researchers in science and the humanities receives 10 per cent of Hungary's research and development budget.

In line with the country's general economic policy, which emphasizes cost effectiveness, the government expects the research community to show "creditworthiness". This means, Dr Szentagotai explained, that it was to the academic community to prove that the sum spent on science and learning was worthwhile.

Fears for the future of Hungarian learning tend to be a seasonal phenomenon as May is the month for the general assembly of the academy.

In 1980, for example, the sum was that the humanities were to be phased out, universities converted to technical colleges, and the old grammar schools turned into vocational training centres.

Shortly after, the ministries of education and culture were combined into single ministry under Dr László Pószogai and the threatened cuts were made by streamlining the administration.

Now, the recession is beginning to bite into research funds and young scholars in particular feel their career prospects blocked by senior scientists.

To date, the main solution has been proposed by Dr Szentagotai, who favours greater mobility in science. Many excellent and highly qualified researchers were occupying posts in institutes when it was an absolute necessity for them to do so to undertake their research, he claimed.

Certainly a number of senior scholars do seem to combine a post in the academy, a university appointment and work in a government office related to their speciality. Academics are further permitted to undertake research and consultancy work for industry although some institute theoretically set an upper limit on what proportion of their time they may devote to outside work, these restrictions are of little practical significance.

The "mobility" which Dr Szentagotai advocates would presumably break up this multiple tenure system leaving more jobs open.

The association has also been complaining about falling standards of doctor training. Until now it has been customary for medical graduates to spend at least three years working in hospital. But, as only 3,000 places for postgraduate hospital experience are available, many graduates are going straight into practice.

One of the motives behind the Medical Association's campaign against a glut of doctors, is, of course, to protect incomes.

Doctors and engineers are among the latest university lecturers to be dismissed from their posts by the Turkish martial law authorities.

Like their 40 predecessors, the seven most recent victims lost not only their jobs but also their pension rights and the right to work for a public institution.

subject of a judicial inquiry into bastardization by cadets. The report of the inquiry said bastardization had become institutionalized and was brutal and humiliating. Recommendations were made to prevent a recurrence of the behaviour but within 10 years these had clearly been ignored, he said.

Duntroon was opened in June, 1911 by the then governor-general of Australia, Lord Dudley. Today there are about 440 cadets at Duntroon. Each year 150 are selected to begin training and about one in four resign or are discharged before the four-year course is over. After graduation engineering and honours students complete a fifth year to finish their academic studies. The first three years comprise a mixture of academic and military studies while the fourth year is military training only.

Duntroon is expected to change from its present form in 1986, when an all-service Australian defence force academy will open nearby. The plan is for army, navy and air force cadets to undertake academic studies together for three years.



Helmut Kohl: "Too many students"

A degree isn't everything, says Kohl

from James Hutehinson

BONN

The West German Chancellor, Herr Helmut Kohl, considers it is high time for society to drop the idea that going to university is invariably the best thing a person can do. To shouts of protest from students, he told a conference organized by university vice chancellors that the number of graduates leaving the universities was disproportionate to the needs of the labour market.

The citizen could not make sense of a system which produced too many graduates, yet at the same time continued to enrol ever more students - and this even though severe cuts in public spending had been necessary.

As a matter of urgency young people should be asked to think very carefully before deciding to seek a university place, Herr Kohl said. In many cases, specialized vocational training would be a more sensible alternative.

The Chancellor's arguments are supported by figures by the Medical Association which show that last month about 2,500 German doctors were without jobs. At the moment about 60,000 people were studying medicine, of whom only an estimated 40,000 would enter the medical profession.

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Europe 'at a turning point'

by John O'Leary

Education throughout Europe is at a turning point and must reassess its content and purpose, European ministers of education agreed last week.

At a conference in Dublin organized by the Council of Europe, representatives of 22 countries acknowledged that adolescents had become disillusioned with education. And part of the blame was placed at the door of the universities.

Mrs Gemma Hussey, the Irish Minister of Education, who chaired the conference, said that the influence of universities over the secondary curriculum was one of the main concerns of all delegates. "There is very much of an over-influence exerted on the school curriculum by university entrance requirements," she said. "It is causing imbalance in the education system and has to be dealt with."

The delegates, who included Dr Rhodes Boyson, the British minister of education, and Mr Nicholas Scott, the minister responsible for education in Northern Ireland, discussed European cooperation and the education of migrants as well as the problem of adolescents. They agreed to devote their next

meeting to the 16 to 19 age group.

But the ministers' over-riding concern was that the expansion of education provisions which had taken place all over Europe may have been misdirected. Mrs Hussey said: "There was a very strong realization that we are at a turning point. We consider that it is now time to review where the education system stands in a period of international difficulty and economic difficulty."

"The relationship of education to the employment crisis upon us all was one of the major points of discussion," she said, adding that problems of disaffection among the young were common to all the countries represented.

A discussion paper prepared by the Council of Europe's committee of senior officials identified the university sector as the source of strongest pressure on secondary schools.

"If a certain level has to be reached prior to university entrance and if streaming is to be avoided as far as possible the dangers are obvious: either children with academic potential may be held back unnecessarily or the non-academic pupils will sense the school's inherent validation of academic progress and will class themselves as rejects," the paper concluded.

Miss Margaret Marshall, former head of Her Majesty's Inspectorate, added in a report for the conference that this problem was compounded by reduced employment prospects and contractions in higher education.

The Organization for Economic Cooperation and Development is setting up a "high level group of independent experts" to reassess the roles and functions of universities. Its report to the Dublin conference claimed that a crisis of confidence was developing in many countries concerning higher education and the role of particular institutions.

"The fact has to be faced that it is the university system which very often is the main target of criticism," the report said. "It is taxed with the failure to adapt to the new requirements of the economy and of society, not of vitality, and inability to reconcile its traditional values and functions with the needs of mass education."

Initial plans for the group were cleared last November and the OECD hopes to identify "what should be the universities' central functions in a new economic and social context".

Fears grow for jailed Armenian priest

Armenian Christians in Jerusalem are becoming increasingly concerned about the fate of the Rev Manuel Yergotian, a lecturer at the Armenian Theological College in Jerusalem, who was arrested on October 10, 1980 at Ankara airport in Turkey.

In recent years, Turkey's policy has been to diminish, as far as possible, the importance of Armenian culture within its borders. Historic churches and other cultural relics in the areas formerly inhabited by Armenians are being allowed to fall into ruin, since, if there are no visible traces of Armenian culture in the area, it is easier for official Turkish historians to minimize the extent of the massacres of Armenians which took place during the First World War.

Armenian young men who wish to study for the priesthood have no option but to make their way to Jerusalem, which is now the main centre of the Armenian Church.

In 1980, Father Yergotian travelled to Turkey, to collect a party of young men who wished to enrol in the theological college. He was arrested at the airport on the somewhat ludicrous charge of having named his dog "Atatürk", thus insulting the founder of Turkey (this is his friends say, a total fabrication), and of having tapes of Armenian folk music.

The intending students were detained for three days and then allowed to go free, as minors. Since then, no



Manuel Yergotian: 14 years' jail

Armenian young men have tried to go from Turkey to Jerusalem to study.

For two years, in spite of the intervention of Amnesty International, Father Yergotian's whereabouts were unknown. But a few weeks ago the Turkish press reported that he had been sentenced to 14 years imprisonment plus 4½ years internal exile within Turkey.

Recent reports by his lawyer state that while in custody he has undergone two operations for bleeding stomach ulcers and that his weight has fallen from 15½ stone to less than 8 stone.

The chances of his surviving his term of imprisonment, his friends and colleagues in Jerusalem fear, are remote.

University suspects right-wing attack

by Richard Lapper

Authorities and students at Guatemala's beleaguered San Carlos University have recently protested against government austerity policies which will leave the institution badly short of funds. Some fear that the policy is part of a new attack by Guatemala's right-wing military government on the university's autonomy.

Dr Eduardo Meyer, the rector, started the ball rolling early last month when he handed an extensive report on the university's parlous financial position to the finance ministry. The report argued that the government was providing inadequate finances for the 42,792 students registered this year - a fifth more than last year.

The report details massive over-inflating - up to 200 students are attending lectures in halls designed to accommodate only 50. There is also a shortage of staff in a number of faculties, particularly in social sciences where dozens of lecturers have been either killed or driven out of the country in the last five years.

The report says government funding of approximately \$6.3m for 1983 repre-



Death patrol: officially sanctioned squads killed 200 university people between 1979 and 1982

sents a real decrease in funding when inflation is taken into account. It claims new money is needed to cover a current deficit of \$3.5m.

Government economic plans for this year have already ruled out any increase in public spending. In fact

spending in a number of government departments has been reduced. The finance minister flatly told Meyer that the university could not have more money simply because it asked for it.

Dr Meyer has proposed that a full-time university finance committee be set up to raise funds and reduce the institution's 85 per cent dependency on state financing.

But the more radical Association of University Students (AES) believes the government is aiming to destroy the university's autonomy with its present policy. It claims the economic cutbacks are designed to "suffocate" the university and create conditions for government intervention.

The association believes that economic moves must be seen alongside continuing violence. Two more students were kidnapped last month and there has been no let-up in the activities of officially sanctioned death squads. These were responsible for the deaths of some 200 university workers, teachers and students between 1979 and 1982, while 600 other university personnel were forced to leave the country.

Jobs crisis boosts student applications

from John Walshe

DUBLIN

Poor job prospects for secondary school-leavers is thought to be one of the reasons for the 8 per cent increase in applications for places next autumn in Irish universities and other third-level colleges.

The Central Applications Office expects to have almost 22,000 applications for 8,000 places in the nine institutions it deals with.

The CAO acts as a clearing house for applications to the universities, national institutes for higher education, Dublin Institute of Technology and Thomond College in Limerick.

Medicine is still very popular with about 1,650 first preference applications for 280 places. Commerce faculties have attracted a surprisingly high number of applications this year - probably reflecting good reports last year on job placement for commerce graduates.

The overall increase in applications is also somewhat surprising in view of the planned 25 per cent fee rise for the universities and some other third-level colleges. But the Higher Education Authority insists that there are grave doubts as to whether adequate services can be maintained in the various institutions.

Its new secretary, Mr John Hayden, says there is a danger that planned student admissions for many institutions will have to be revised unless they can unfreeze posts left vacant because of financial stringency.

Certainly, projects in areas such as telecommunications and computer science will have to be postponed because of the reduced level of recurrent funding.

The authority had estimated that it would need IR£85.8m in the way of recurrent grant and IR£23.3m in capital. The February budget pared this back to IR£76.4m and IR£13m respectively. Mr Hayden says that among the consequences are the halting of planning on urgently needed capital projects, a totally inadequate capital equipment provision and the postponement of several desirable academic requirements.

He believes also that it will be impossible to meet the demand for places in higher education institutions in the medium to long term.

"It is clearly unlikely that the projection of places for 55,000 students by 1990 can be met unless a commitment is obtained for a five-year capital development programme on a much higher level of funding than indicated by the grant for 1983," he said. However, there is no sign of the government, which is trying to reduce public expenditure, being able to give such a commitment.

This is the sequel to widespread protests by undergraduates last term who saw it as an erosion of the principle of free education in the universities. Students boycotted lectures and held demonstrations which led to police using tear gas and batons. There were several injured in clashes.

The course fee will be 1,500 rupees (about £430) a year and instruction will be by post in three languages - Sinhalese, Tamil and English. It is reported that the Open University will recruit a dozen or so lecturers to its permanent staff.

Overseas news

Nuclear counter attack

by Thomas Land

Canada, France and Norway are among the first to contribute financially to the infant United Nations Institute for Disarmament Research. The institute, which is to collaborate with the universities and specialist research organizations of many countries, has been established on a permanent basis by a UN General Assembly resolution passed late last year.

Its establishment springs from what is perhaps the only area of unconditional agreement shared by the rival nations locked in the East-West arms race over the mounting universal danger inherent in their competition. The institute is to seek ways of reducing and ultimately ending the arms race without increasing the contestants' sense of national insecurity.

The General Assembly called for an autonomous institution based in Geneva, the site of the crucial European strategic arms negotiations, to work closely with the UN Department of Disarmament Affairs and to undertake independent research on arms control and related security issues.

Its work is to be funded by voluntary contributions from states as well as private donors. Its initial funding has been very modest in terms of the colossal global arms expenditure; but many further contributions are still expected.

In fact, the institute has been at work for the past two years under an interim agreement financed at \$100,000 a year by France. Canada has now raised another \$100,000 to promote research as well as public information for the UN's World Disarmament Campaign; and Norway has just announced the second of two donations totalling \$45,000 to enhance cooperation between the institute and other research organizations worldwide.

The main research themes of the institute are nuclear disarmament, nuclear non-proliferation, new technologies affecting disarmament, regional approaches to disarmament, confidence-building measures and development and security issues affected by disarmament.

Dr Liviu Bota, the first director of the institute, elaborated in a recent discussion paper: "The programme of work will cover the dynamics of the arms race and military technology, the achievement of security at a lower level of armaments, verification of compliance with disarmament agreements and military expenditures with a view to their reduction and the allocation of the funds thus saved to development."

"We will cooperate with institutes, universities and other establishments all over the world active in the field of disarmament research. Besides the mutual benefits, such cooperation will help to initiate or develop disarmament research capabilities worldwide."

That point is borne out by Ottawa's financial contribution to the institute. Earlier this year, a group of Canadian academics representing such influential institutions as York, McGill, Queen's, Waterloo and Prince Edward Island universities and the Royal Military College passed through Geneva for briefings at the UN Committee on Disarmament.

Law course goes open

The fee-levying external law degree course which was conducted at the University of Colombo is to be transferred to Sri Lanka's Open University from next July.

This is the sequel to widespread protests by undergraduates last term who saw it as an erosion of the principle of free education in the universities. Students boycotted lectures and held demonstrations which led to police using tear gas and batons. There were several injured in clashes.

The course fee will be 1,500 rupees (about £430) a year and instruction will be by post in three languages - Sinhalese, Tamil and English. It is reported that the Open University will recruit a dozen or so lecturers to its permanent staff.

Germany's dilemma

Higher education places are being cut but there is nowhere else for young people to go. Günther Kloss reports

Government-imposed cuts are affecting staff posts, student welfare, expenditure on consumables and capital grants in Germany.

But several factors distinguish the German higher education scene from that of Britain.

The number of students is expected to continue to rise until well into the 1990s when there may well be an additional 300,000. This reflects demographic rather than an increase in the transfer rate. Although the figure of full-time students is lower than the number of officially registered students, there is no hope of an early drop in the student population.

Education is largely decentralized so budget cuts are mainly a matter for the individual states. Educational policies reflect the economic situation of a particular state and the political complexion of a state government. Priorities differ, as do the stages of development of the different higher education systems. Bavaria, for example, has pursued over the years a cautious policy of expansion and the objective of a balanced system has not yet been reached. North Rhine-Westphalia, on the other hand, faced nearly 10 years ago by founding five new comprehensive universities at a stroke.

The federal government is involved only in research grants, student support, and capital grants, contributing varying percentages of the total expenditure in each of these areas.

Although the sums in question may be quite substantial, DM6,700m (£1,800m) in 1983 for research from the Federal Ministry of Research alone; DM2,400m (£660m) for student and pupil grants; and DM1,230m (£341m) for higher education buildings programme – they constitute only a small proportion of the overall higher education budget.

The state exercises the same tight control over all types of institutions. The body deciding where the cuts in the institutional budgets will fall is not an intermediate University Grants Committee or National Advisory Body but the education ministry itself. The institutions are thus open to direct government intervention.

Given the declining public prestige of higher education the ministers of finance are generally keen to curtail higher education budgets. The education ministers are in a weak position: they are well aware that the budgetary growth over the past 20 years has been phenomenal and currently many undergraduates are being trained for unemployment.

The recent failure to update the *Bildungsgesamplan* (comprehensive education development plan), whose first version was hailed as a breakthrough in national goal-oriented educational planning, is symptomatic of this state of affairs: the discrepancy of several million Deutschmarks in the projected educational budget between what the education ministers regarded as the minimum and what the finance ministers were prepared to commit themselves to was too great.

The immediate concern of all the states is to reduce the supply of qualified teachers. Traditionally, virtually all graduates of the *Pädagogische Hochschulen*, (the college of education for primary and non-grammar secondary schools), and of most of the humanities and some of the science courses of the universities have become teachers.

Each state government has a monopoly as employer, and the link between education and jobs is closer than in any other area. There are already some 20,000 to 30,000 unemployed teachers because rolls are falling and the finance ministers will not sanction a further improvement in the staff: pupil ratio. The number of unemployed qualified teachers is expected to exceed 100,000 in a few years' time.

Current legal opinion is thought generally to deny any possibility of limiting the number of students, and especially of new entrants, as this would constitute an infringement of a student's right. Yet "steering" teacher education is not entirely unconstitutional and many states are doing this.



Johannes Rau: policy reversal

Baden-Württemberg has opted for wholesale closure of the *Pädagogische Hochschulen*. The government's aim is to lower the salary and wages proportion of the state budget by the end of the 1980s from 39 to 35 per cent. It has for some time followed a policy of cutting of posts, first temporary and now also permanent ones. Since there will be fewer pupils, job cuts in the education sector are relatively easy to justify. This there are to be 10,000 fewer teachers and between 1,000 and 1,500 fewer new entrants per annum into teaching courses.

In 1980 the government decided to close two of the state's nine colleges by 1984. A few months ago the same government, apparently overruling the minister of higher education, proposed the closure of a further two colleges, although by then the number of students had already dropped from 20,000 to 9,000; and also a reduction of the number of new entrants to university courses leading to grammar school teaching careers, from 1,400 to 800. Baden-Württemberg first state to develop a long-term structural education policy, now seems to impose severe cuts in the most arbitrary fashion. The two colleges recently proposed for closure, Reutlingen and Heilbronn, are modern and of an optimal size and offer unique courses.

However, there is little evidence so far that rejected applicants abandon higher education altogether. On the whole they switch to the non-restricted, more academic, non-state-examined *Magister* degree courses at the universities where entry is not selective.

In North Rhine-Westphalia last year, the higher education and science minister decreed a moratorium on the filling of vacancies in the state's 25 higher education institutions. He wants to reduce the number of students in subjects leading to a teaching qualification, and he needs a substantial number of new posts of new medical schools and for subjects which he either wants to expand or which are understaffed. Sixteen hundred jobs are involved.

The minister's detailed plan, if implemented would amount to a restructuring and concentration exercise not dissimilar to that undertaken by the UGC. The universities were invited to comment on the details of the proposals and were even asked to put forward a comprehensive counter plan, but they declined to submit such a document.

The minister claims his objective is to safeguard the proper functioning of the universities, including teaching and learning, research, and the supply of young researchers. He intends to put any vacancy that arises (there will be no compulsory redundancies) in one of three categories: posts in the new universities, hospitals and medical schools (the most urgent need); posts for "new blood" and for research in general; posts of new courses or courses to be expanded.

He has promised not to be absolutely rigid. No institution is to be closed down altogether and a reasonable choice of subjects is to be maintained, not only subjects are going to be available in all regions.

In spite of buoyant demand, places for new students in German, history, education, biology and psychology will be reduced by 30 per cent in order to save on resources and to deter students, most of whom traditionally aim to enter the grammar school teaching profession. On the other hand, because there is not enough student demand, the minister proposes a similar 30 per cent reduction in the intake of English, mathematics and physics to 15 per cent reduction for sociology and politics, and a 10 per cent cut in economics.

There are also to be cuts in non-academic staff in other departments, in consumables and equipment, and in capital growth. These measures constitute a severe reversal of the bold expansionist higher education policies brought in a decade ago by the then education minister Johannes Rau, now state prime minister.

Lower Saxony's minister of science claims that for several years the demand for places in courses leading to teaching professions has fallen (there were only 2,747 new students for 5,384 places last autumn), so that there is now an "overcapacity". This has led the minister to reduce the intake of all universities and colleges in the state by over half, to 865 for courses leading to a grammar school teaching career, 500 for courses leading to *Realschul*-teaching qualification, and 1,000 for courses leading to a primary and upper-primary teaching qualification.

No place of training will be completely closed, although the training of specific categories of teachers may be discontinued at individual locations.

The new CDU/FDP federal government has also made its contribution to budgetary restraint. Indeed, its determination to reduce public expenditure, especially by cuts in social policy areas, was one of the major features of its platform for the March elections.

One of the most drastic steps was the dismantling of the pupil and student grant scheme, first introduced in 1971, to which the federal government contributes 65 per cent, the *Länder* 35 per cent.

A public opinion poll confirmed that 63 per cent of all West Germans agreed with student loans instead of grants, 45 per cent approve of the abolition of grants to pupils. According to its own calculations and plans, the government needed to save DM200m in 1983 in the cost of pupil and student support and DM 600m in each of the subsequent years.

The new government stopped supporting virtually all schoolchildren living at home, that is the vast majority of the 520,000 pupils aged 16 and over, who up to then had received support from public funds. It also decided to convert the remaining grant element in the support for students into loans. It proclaimed a desire to increase the students' own sense of responsibility, in view of their good earning prospects. It also appealed to the sense of solidarity between this generation of students and the next, which they would help to finance by their (interest-free) loan repayments over the 20-year period.

Currently, only some 350,000 of the total 1,100,000 students receive any support from public funds at all, and of these about 30 per cent obtain the full amount of DM 660 per month. In spite of various devices, which link repayments to a graduate's actual earnings, the new scheme will be socially divisive. It will hit hardest those who come from a less well-off background and particularly those, often first-time students in a family, who reach higher education not on the "easy" route via grammar school and *Abitur* but who left school earlier, learned a trade and then obtained additional qualifications for admission to higher education.

This total reversal of the fundamental tenet of the original grant scheme, which, incidentally, will actually save very little, together with the cuts imposed by the *Länder*, point towards a gradual reorientation in education policy. There is a tendency especially among the more conservative governments, to contain, ever so gingerly, the trend of more and more young people entering higher education; to reduce the pressure on graduates in arts, social sciences, law, medicine, and even in some science subjects; to frighten away young people and their families from heavy long-term financial (and emotional) commitments; and to divert young people into a more "practical" and "useful" existence.

Yet there are not enough jobs for school-leavers or trained skilled workers either. It is this dilemma which the governments, on the whole, refuse to face.

Guy Neave on the latest talks between France's rioters and the government mediators



A law student fends off police batons during riots in Paris

Medical students bare their bones of contention

The situation in France remains as confused as ever. Skirmishes between right-wing students and riot police in the Latin Quarter and demonstrations by medical students continue to be the order of the day.

However, signs are that the dialogue between government mediators, nominated by prime minister Pierre Mauroy, and medical students' representatives is beginning to bear fruit. This week's meeting of the inter-teaching hospital coordinating committee saw a series of counter proposals from the students.

It is some comfort for the government that the medicals have gone some way to accepting the notion of a single selective examination to decide on internship at the end of the sixth year. This was one of the main bones of contention. But their price for this is that the government set up a series of link courses between general practitioner training and the more specialised areas of medical research and surgery.

Meanwhile, action among medical students has continued. Last week, 1,000 of them trooped down from Marseilles, Lyons, St Etienne and Montpellier to gather at the Cannes Film Festival. They were removed by gendarmes.

The question now facing the government mediators is the future status of teaching hospitals under the provisions of the higher education guideline law. Both students and professors are adamant that the financial and teaching autonomy of these establishments must be kept at any price. The latter poses no difficulty and this the government committee has readily agreed. More difficult will be the question of financial autonomy. The new provision in the guideline bill for greater administrative harmonization between medical and non-medical faculties in this area leave little room for manoeuvre.

On the non-medical front, the situation remains tense. Both students and minister for education M Alain Savary are sticking to their guns.

Last week, eight members of the national coordinating committee of students against the Savary Bill met the minister. It was, by all accounts, disappointing. Delegates were told that the point of

the reform was to bring down the high level of student drop-out and failure. M Savary did promise that any questions the coordinating committee put to him would be dealt with in writing and in detail.

This has not prevented agitation from continuing. Alongside the regular clashes between riot police and assorted student bands from the Catholic faculty of Assas, it was the turn of pharmacy and dental students to demonstrate.

Rather more worrying for the authorities has been the arrival of students from the elite sector *Grandes Ecoles*. Last week, 3,000 students from about 40 *Grandes Ecoles* marched along the boulevards.

These students believe the Savary Bill to be rather ambiguous about the future development and status of this sector of the higher education system. This development is ominous. Neither in 1968 nor in 1976 were *Grandes Ecoles* involved in student protests nor, for that matter, were they subject to the reforms that affected the university in the aftermath.

On the parliamentary front, the battle lines are being drawn up. In anticipation of trouble the government has set aside the whole of the week beginning May 24 to debate the first reading of the guideline Bill.

Here student pressure is already having its effect. The chairman of the parliamentary Socialist Party, Pierre Joxe, announced this week that several amendments would be tabled. They would clarify the vexed issue of the purpose of the first two years of undergraduate studies. They would also – hopefully – allay any fears about selection between second and third years.

In an effort to meet student criticism about the make-up of university councils, under attack from both left and right, M Joxe said the Socialist Party would increase the number of student representatives on university councils. The right-wing opposition, however, is just as determined to engage on a filibuster. Like the student movement, overtly affiliated to them, they wish to delay the first reading of the Bill until autumn and cash in on the political capital to be gained by disruptions at the start of the academic year.

In the first of a series on colleges and polytechnics, Patricia Santinelli visits Bolton

Staking all on playing the game

Bolton Institute of Higher Education is one of a minority of colleges that has determined priorities, albeit reluctantly, by dividing its departments into "sacrosanct" and "non-sacrosanct", in response to the National Advisory Body's exercise.

At the same time it has made a strong case for a lower reduction in pool income than 10 per cent and for the retention of all its courses because of its regional and local bias.

The institute, which was created last September out of the reorganization of further and higher education in the district, believes that by setting priorities it gives Bolton the chance to make a powerful case for departments which are not only at risk locally but nationally.

Moreover, the principal, John McKenzie, argues that it would be unthinkable for NAB to press for the level of cuts entailed by a one third reduction in students, amounting to the loss of 1,000 in the case of Bolton.

This would almost certainly ensure the decimation of a college which answers many of NAB's own criteria and which is very much an example of the kind of institution the body should support.

NAB want to evaluate the best use of resources in college, their support for industry and technology, their encouragement of part-time "second chance" opportunities and in-service work, as well as to stress the role of colleges in their particular region.

In this context Bolton believes it has strong advantages. Two-thirds of its students live some 15 miles from the college and in the case of humanities this amounts to 80 per cent. Half of the institute's students study part-time and evening combining it with their jobs. Bolton being the only institution in the district to offer such provision. More than three-quarters of its students are over 21, representing both mature students and those seconded to the college by employers.

In addition, the institute is strongly supported by Bolton Metropolitan Council as shown by its top up grant of around £262,000 for 1983/84 and 1984/85. The council has also made substantial grants to maintain and enhance the

college's high technology base – the college is likely to be selected as the site for "a mini science park".

Moreover, the institute is seen as a major instrument within the economic strategy plan for the district which in January had 16 per cent unemployment. It is also seen to make an important contribution to the quality of life of the local community.

The institute would be able to maintain all of its programmes, mainly as a result of recent reorganization, and because it has already decided that regardless of the NAB exercise it would close certain areas such as chemistry which are recruiting badly.

But the college has warned NAB that even though efficient use of its resources would enable it to sustain student numbers, if faced with such a cut, "it should be noted that it would inevitably disrupt our planned total provision for the region and in particular disadvantage many potential part-time and mature students".

A further reduction of its work, amounting to £2 million over its 1982/83 budget, and the loss of a third of its students – about 1,000 in 1984/85 targets – would threaten the institute. On its own set priorities, it would mean the curtailment if not the certain closure of courses in humanities, textiles, psychology and part of its pre-service teacher training.

This would enable it to maintain its strong engineering and business studies base and its overall in-service provision in those and FE teacher training.

Mr McKenzie points out that those courses listed for curtailment are not regarded as being of a lower priority within the college, nor would he see any need to reduce them. On the contrary, given the choice he would sustain them.

For Bolton, which has partly used the NAB exercise to do a five-year plan, a 10 per cent in pool income would result in the loss of up to 20 academic staff and a consequent five per cent reduction in student intake.

The chief executive says there is enormous support for the college amongst council members. He believes that the NAB exercise was necessary to some extent but above all that it will



Students from Bolton's department of civil engineering.

reinforce the achievements of Bolton and lead to a more equitable share of pool income.

In his response to NAB, Mr McKenzie made a case for each of the threatened areas. For example he pointed out that the first national FE teacher training centre had been established in Bolton and that its students have a successful employment record.

The textile department was designated as the sole regional centre in the subject for the north west both by the Regional Advisory Council and the Department of Education and Science.

The psychology sector provides the only CNA degree in the subject outside polytechnics and its part-time degree is the only one recruiting on an annual basis in the north of England with a strong mature students recruitment.

The humanities department has promoted part-time and "second chance" opportunities in the subject, and this is reflected by its 80 per cent local student base. In many cases, such students would not be able to travel further afield. Mr McKenzie has already warned NAB that if such a fundamental reduction of the institution's work is contemplated, then there

should be immediate consultations. "NAB would be under an obligation to demonstrate the reasons behind any such proposals and to give particular indications as to why low cost, high quality courses satisfying significant regional needs should be considered for closure ahead of courses elsewhere," he says.

This view is shared by the college's chairman of Governors and of Bolton's FE subcommittee who says the closure of these departments would create a national and local furor, especially as local MPs are on their side.

The way the college – led by Mr McKenzie – carried out the NAB exercise has drawn praise from many quarters, including threatened departments and staff and students unions.

This was mainly due to the lengthy and widespread consultations which took place at every stage of the process. This sought to involve all departments of the college and staff both as groups as well as individuals, and students.

The exercise started last October and was completed towards the end of March this year. It involved the setting up of a working party to which each department submitted academic plans

on how they could deal with a 10 per cent cut.

Following this, there were open meetings after which a detailed correlation of submissions was made and produced in the form of a document presented to staff.

This document identified the strengths and weaknesses such as poor leadership as well as development issues for each department.

Further discussions with staff and the unions followed. The proposals were submitted to the academic board, after which it was drawn up as a document in response to NAB and sent once more to the various departments. Finally, before being sent to NAB, the response was submitted to the college and local authorities committees.

Such a consultative exercise and the principal's commitment to all the college's work have played a large part in allaying the fears of department under threat such as humanities.

Dr J. Bryant, course tutor in the department says they are confident because the college is strong enough not to be worried by NAB.

"Our case will of course depend on what kind of national policy is developed for humanities, but the fact that we have a lot of mature students with an average age of 30 is a strong point", he said.

The National Association of Teachers in Further and Higher Education representatives, although very concerned about privatization, agreed with the exercise because "it was much more than mere lip service and involved genuine consultation, cooperation and involvement".

They added that each of the cases presented for the departments under threat had a sound rational basis, therefore NAB could only give them a "fair deal".

Mr McKenzie says that the exercise has had both good and bad side effects. For example, it has provided an opportunity to think hard about the way in which the college is developing, as well as enhanced the relationship with the local authority, resulting in a greater understanding and support for the institute.

On the other hand, Mr McKenzie says it has made members of staff who are potentially vulnerable feel more insecure.

Hopefully John McKenzie and his staff's confidence that NAB will not act irrationally will be confirmed. Otherwise BIHE will face very hard decisions – as well as the local council. The chief executive made it perfectly clear that a loss of £2 million in the college's budget could not be made up, as it would require 6 or 7p on the rates.

David Jobbins reports on pay awards and differentials

Arguing the theory of relativity

The rate of erosion in the differential between university and polytechnic salaries is beginning to slow after last year's settlements.

On the crude recognized basis of comparison across the binary line – the top point of the university lecturer scale against the top of the public sector senior lecturer grade – the gap is still narrowing compared with 1979 data point, but more slowly.

College lecturers began the decade with a dramatic boost which slashed the university advantage from 9.65 per cent in October 1980 to 5.9 per cent by the following April. A year later the advantage had been whittled down to 5.3 per cent, and the 1983 settlement has continued the process by reducing it to just 5.06 per cent. But the figures disclose a rapid deceleration of an erosion process which had led the Association of University Teachers to warn before negotiations began this year that a 3 per cent settlement has moved some way towards eliminating the problem, the bottom points are still less than their FE counterparts.

The AUT however, has secured a commitment from the vice chancellors for consideration of ways of alleviating the longstanding grievances over the salary structure for administrative and library staff, many of whom are paid below the bottom points of the lecturer scale. A response is expected in the autumn.

Although polytechnic and college staff have consistently secured larger percentage increases they have always started from a lower base so the catching-up process has not been as dramatic as a first glance might suggest.

The AUT says it is generally accepted that university academics' pay should reflect the greater amount of higher degree work they undertake and their contractual obligation to carry out research.

Ironically the erosion has continued, if at a slower pace, while the college lecturers, through the National Asso-

ciation of Teachers in Further and Higher Education, were pursuing an egalitarian salary policy designed to benefit the lower paid.

Their 1982 and 1983 settlements were heavily weighted towards the Lecturer 1 – and according to the rival Association of Polytechnic Teachers, it was staff at the point of comparison with the universities who lost out.

Natthe leaders counter this by pointing to the continued catching-up achieved at the same time lecturers with the least favourable promotion prospects were receiving some cash compensation.

But according AUT, the effect has been to create new anomalies. The union, in its policy document *Cash Limits or Negotiations*, points out that in 1979 the bottom points of a university lecturer scale were set higher than the corresponding points of the further education Lecturer 2 scale. Although this year's settlement has moved some way towards eliminating the problem, the bottom points are still less than their FE counterparts.

The AUT however, has secured a commitment from the vice chancellors for consideration of ways of alleviating the longstanding grievances over the salary structure for administrative and library staff, many of whom are paid below the bottom points of the lecturer scale. A response is expected in the autumn.

Crucially, the employers are about to give their views on the key issue of the senior-junior ratio which governs the proportion of posts above the lecturer scale.

At present universities are allowed

up to 40 per cent of posts above the lecturer grade – normally senior lecturers and professors. Union leaders are hoping there may be scope for a "marginal" improvement.

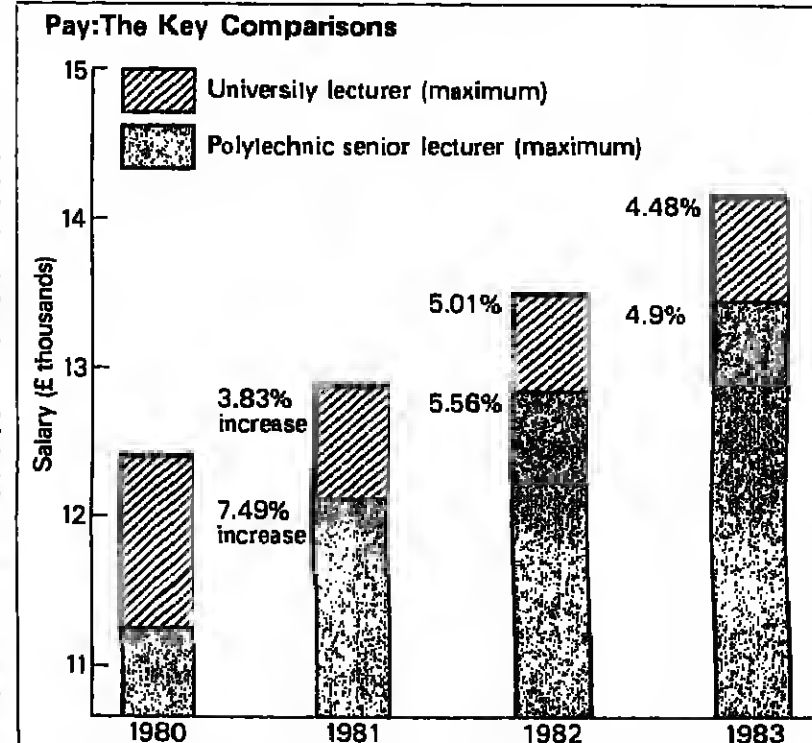
A key part of the APT policy dwelt on the proportion of senior posts available in the polytechnics – the main control on real parity between the two sectors which the union wants to achieve.

It believes that without parity, polytechnics and other higher education colleges are unable to compete against both the universities and industry for the best qualified staff. Inability to compete means that students are cheated, the APT says.

Figures for 1980 show that the proportion of posts in the public sector has remained unchanged since 1976 at 14 per cent of all Burnham posts – including principals and vice principals. Over the same period senior lecturers increased from 24 per cent of the total in 1976 to 31 per cent in 1980. But many senior lecturers are teaching lower level work than their university counterparts – with a mixture of sub-degree work, degree-level studies and a smaller proportion of higher degree work.

Almost two-thirds of the total teaching time by senior lecturers in the public sector is an advanced work – 62 per cent of SLs teach less than one hour of non-advanced work each week according to a survey carried out by the Burnham review group.

But Natthe leaders, also accepting the analysis that the grading of courses system militates against achieving parity with the universities, are fearful of



trying to sweep it away without first devising an acceptable alternative.

A further unreported gain by the AUT in this month's negotiations was to stave off the threat of a less beneficial way of calculating the London weighting. Instead it rises from £1,158 to £1,186 from April this year.

The union's negotiators admit they were pessimistic at the outset of the pay round – but are now gratified that they have carried into effect many elements of the salary policy agreed in Bradford before Christmas when the 3.5 per cent cash limit seemed an almost insur-

mountable barrier.

Natthe leaders are disappointed however that the structural elements of their claim have once more been passed over – await the ponderous deliberations of the Burnham review group. The employers are committed to bringing forward their proposals for change by the autumn – and Natthe which is expected to hold a special salaries conference in January 1984 if the executive's plan is approved by delegates to the annual conference, will once more find its time-hallowed demands for an L1-L2 merger frowned on by the local authorities.

The tribulations of writing: T. A. Kletz launches a counter-attack on editors – “misfortunes to be endured rather than reformed” – and Colin Evans tries his hand at academic but creative writing

Like Gilbert's Lord High Executioner we all have "a little list of Society offenders... who never would be missed!"

Editors lend my list. As the author of about 80 articles and papers over the last 12 years I have often seen my brain-children mutilated by them. I want to warn those about to write for the first time what they must expect. Perhaps also some editors may repeat when they see my catalogue of misdeeds.

Editors as a whole seem more interested in the length of an article than its contents. It is more important to them that it should finish at the bottom of a page than that it should cover the subject comprehensively or logically.

If the article is too long, paragraphs may be arbitrarily removed, without reference to the author. Appendices may be left out but references to them must be left in the text. If the article is too short, a photograph is found often only vaguely related to the subject of the article. Thus an article on recent sophisticated approaches to safety (my subject) was accompanied by a picture of the most traditional approach imaginable: a safety record board at a factory gate. The caption: "This photograph shows that industry considers safety important."

If editors ask you for illustrations, they will wait three months and then ask for them by return of post.

Some editors do not seem to go to the trouble of trying to understand what they print. I wrote an article in which I suggested that instead of making plants safer by adding on safety devices – the usual approach – we should try to avoid the use of dangerous substances or equipment. Such plants are called intrinsically safe. To illustrate the article the editor included a photograph of a plant covered with add-on safety equipment and then said in the caption "This plant... has a number of intrinsic safety features." He then listed the added features.

One editor asked me to shorten a conference paper which was too long for his journal. I went through the



Indiscretions of the editor

paper crossing out whole paragraphs – neatly, with a ruler. I put a line through Figure 2. When I got the proofs – minus diagrams – the caption to Figure 2 was included. The editor, I presumed, had decided to put it back in. When the journal came out there was Figure 2, a series of graphs, neatly redrawn, with my crossing out line superimposed over all the others! Not one cinder asked what the extra line was for.

Some editors try to shorten the text as a whole rather than just leave bits out. Sometimes they cut out surplus words and phrases but more often they leave out qualifications and examples so that the printed text is far more dogmatic than the author intended. So next time you read an article (including this one) which has gaps in the argument, no illustrative examples, no qualifications, do not blame the author. It may be the work of the editor.

Writing for United States journals has additional hazards. I received the

author's slips. A European professor submitted a paper on "Mathematical Rheology" to a conference. The editor (or perhaps the printer) of the programme had never heard of rheology so, as the professor came from a Catholic university, he altered the title to "Mathematical Theology".

I have met few editors, but I think of them as dour, dark-suited presbyterians, unwilling to let any humour come into the serious business of imparting knowledge. I, on the other hand, agree with Point: "For he who'd make his fellow-creatures wise would always gild the philosophic pill!"

I look for humorous, everyday illustrations of scientific principles. Thus I have treated belts and braces mathematically to show how we can enucleate the reliability of systems containing two protective devices. By persevering, I have had it published, but the first time I used it the blue pencil went through it. I have often

quoted Lewis Carroll. Some of the quotes have got through but more have been cut out.

What can authors do to minimize editorial abuse? Short of becoming an editor oneself, very little can be done. Editors are one of those misfortunes that have to be endured rather than reformed, as writers have discovered from the earliest times (God may reserve a special place in hell for editors of the Bible, but the damage is already done when they get there). However, there are a few ways of minimizing the damage.

Roughly speaking, the larger the circulation of a journal, the greater the freedom of the editor (as only wealthy journals can afford to employ them to rewrite contributions). By publishing in scholarly journals of minute circulation, your papers may appear unscathed. But if you are an evangelist for your ideas, you will want to write for widely-read journals.

Similarly, the more obscure and unimpeachable your paper, the less likely that the editor will try to alter it. But if you try to write so that "He who runs, may read", the editor will think he can do better.

Editors, like the rest of us, soon tire so the last half of a long article is likely to be less mauled than the first half.

Avoid using the same word in successive lines. The printer will jump from the first appearance to the second, missing the intervening text and the editor will not notice.

Add sacrificial paragraphs of padding for the editor to cut out. This is a high-risk strategy. He may cut out the meat and leave the padding.

Finally, persevere. If an editor cuts out your best phrases and arguments, use them in another paper.

Thanks are due to the numerous editors who provided material for this paper and to the Science and Engineering Research Council who pay me to write the words they cross out.

The author retired from the chemical industry last year and is now a professor in the department of chemical engineering at Loughborough University.



Struggle to find a personal voice

"In the beginning was the gesture, the offered vulgar, the bared teeth, the presented rump."

I wrote this sentence at a recent workshop designed to explore the possibility that the practice of "creative" writing could make academic writing easier and more effective.

In an early session I had listened to a postgraduate student from the Sudan describe his search to find a personal voice when writing in English. That had reminded me of my own painful struggles, some years ago, writing a book in French, and I found myself speaking angrily in my sub-group about that book, what it had done to me and to my family.

The following session, next day, required us to write something imaginative or autobiographical. I made a start on a curse-poem. It was a dialogue between author and book: the author curses the book and the book replies with dignified protest at the ingratitude. The writing was enjoyable and set me thinking in various directions: language, identity, style.

The academic writing session came next and was not welcome. However, my opening sentence is what it is because of the preceding experiences. What would I have written normally?

"In the beginning was (John, n.d.) the gesture (Crook, 1980), the offered vulgar (Lorenz 1952), the bared teeth (Calkins 1976), the presented rump (Morris, 1975)."

Or: "I propose in this article to re-examine the relationship (or lack of relationship, on the one hand, speech, conceived as the miniaturization of gesture (Bateson, 1968) and, on the other, writing, conceived as an act separate from natural expressiveness (Freud, 1901)."

Most probably, I would not have dared embark at all on a topic where I am not professionally authorized and where the risk of non-publication, hence wasted effort, was considerable. But, in an experimental context (and frame of mind) I wrote my sentence.

Not quite in the league of *Louise*, *je me suis couché de bonne heure* but to write another two pages.

"Please" and "dared" are the operative words. In this context academics and students could dare to try things they didn't usually do: write in public, write collaboratively, write *hikur*, write on other people's subjects, ignore set formats, allow the style of imaginative writing or journalism into academic prose, enjoy potential judges, enjoy themselves.

Publishing was easy. We simply read to each other, photocopied or used the notice board. Data and references were no problem either. We had none, since our files were at home. So we relied on memory, conversation and one another. The presence of a supportive group was a novelty for some of us, accustomed to writing in solitude if not loneliness.

The self-censoring, cautious, academic self was gagged for a while (the self that writes "the reader feels on the whole...") or "it is suggested here by the present writer..."), and a more personal, playful, speculative, imaginative, *daring* self held the pen for a while.

The question is what does the experimental situation tell us about the real world. A psychologist tells me that laboratory rats are not only not like humans, they are so long even like real rats. Can one extrapolate? (says the academic, seizing the pen). How will the editor of *The British Journal of Educational Technology* view my first sentence? (If I ever complete the article.)

And is that sentence just a bit of fluffy journalism, designed (as in this piece) to capture attention? Is it a betrayal of serious writing, a threat to academic standards? Journalists may have to write in public, under pressure, for a lay, fickle world. There is the world of the throwaway hypothesis in the short paragraph, the world of "popology". Academics have long vacations and paragraphs and do not

True, Journalism, creative writing and scholarship are different. The needs of *The BJET* are not those of *THESE* and a haiku is not an abstract.

And yet the experience is relevant. I would like to hold on to the attitude of mind which produced my sentence. I may have to abandon my jocular, my bared teeth, my rump in order to publish in *The BJET* but the sentence will have had its effect. The article may still give a sense of the pleasure of writing, the freedom of thought and imagination, the unreality of certain self-imposed boundaries and restrictions.

Academic writing, staff or student, is no better for being dull. The features of good journalism are not incompatible with academic writing. Academic writing is trying to integrate more complexity than journalism, but no more than the novel or the poem. Every writer is making new connections, new meanings.

A colleague of mine objects to the phrase "creative writing": the distinction, he says, is false; academic writing can be creative.

He is right. But who would claim that it is creative enough, that there isn't room for greater freedom and imagination?

The author is senior lecturer in French at University College, Cardiff.

Getting things into perspective

In Edinburgh University's 400th year, Asa Briggs looks at the academy's role.

Any conference which chooses as its unifying theme "The University in Society, Past, Present and Future" may be accused of foolishness rather than praised for daring, particularly if everything has to be fitted into three days. The difficulties begin, of course, not with the word "society", itself a concept with a fascinating pedigree, but with the word university, a very old name which has been retained for a very wide variety of institutions as societies have undergone great social transformations.

But the difficulties are more than verbal. It is, broadly speaking, true that past societies have been studied more meticulously – and sympathetically – than past universities, institutions relatively neglected by social historians. There has always been more talk of what universities ought to be than of what they are. As for the future, any would-be seer must take account of the kind of statement made most tersely but most comprehensively by W. E. Gladstone, a politician who was deeply interested in universities. When in retirement he was pressed by an interlocutor to forecast, if he dared, the future, the grand old man replied simply: "The future to me is a blank. I cannot at all guess what is coming."

During the 1940s, of course, when every institution – political, economic, religious and educational – was under attack, there was always great pressure to tackle the theme "The University in Society, Past, Present and Future". Indeed, it was so tackled after a fashion in Berkeley and in Paris, in Coventry and in Colchester. Now, however, most of the concentration inside universities, including the newest ones, is on the present and on the immediate future and not on all universities but on one's own. Sociology has succumbed to economics. Horizons have narrowed. In 1983, therefore, only Edinburgh, with four hundred years of history behind it, is entertaining enough and secure enough – without any pressure – to celebrate its quatercentenary by taking up the theme and bringing in academics – and others – from outside to scan at the same time lost and new horizons. There is, in fact, no foolishness here. The spirit of the Scottish Enlightenment is obviously still alive, or rather, perhaps, an older spirit, for very soon after instruction shed in Edinburgh in 1583 the new university could boast that it was attracting more students than any of the older universities in Scotland had ever had, even though its Charter of 1582 had made no mention of the power to grant degrees.

Whatever the difficulties in the way of discussion of the theme, there are good reasons for taking a long-term view in 1983 on the eve of a general election and one year away from 1984. Society – and our perception of it – may be radically transformed if, whatever politicians may promise, we cannot return on Beveridge lines to full full-time employment and if we are forced, however reluctantly, to rethink crucial relationships between earning and living, working and playing, vocation and community. The role of universities would be radically transformed given such a future. It might be changes, too, in the communications revolution, however, is not to take any future, given but to help to shape it. Universities adapted themselves belatedly to the industrial revolution. If they were to rest content with a service station concept now, they would not only be missing an opportunity, to put it in its lowest key, but failing society.

That, of course, is the language of ought. It is interesting to note, however, that since the demonstrations and debates of the 1960s, most universities, with no directives save those of demography, have been moving towards greater emphasis on continuing education at the same time as many of their undergraduates of "normal" university age, with no directives save those of the market, have been moving towards courses of study with practical point.

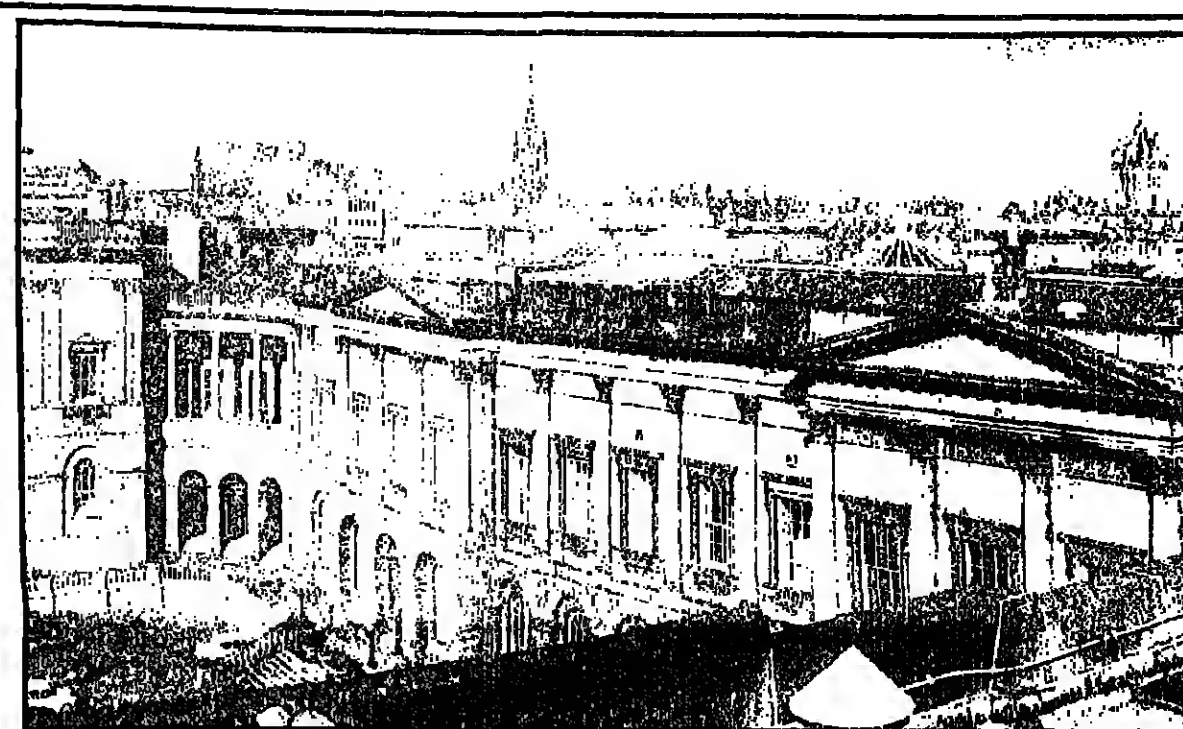
Meanwhile, "distance learning" has been pioneered by the Open University. Such tendencies, if they are to reflect more than adaptation, must be discussed and seen in perspective. Just because universities are institutions with a long history and have both influenced and been influenced by major changes in society, reflections on their history may illuminate present and future.

Lawrence Stone, who gives the first lecture at the conference, is one of a small band of professional historians who have concerned themselves not just with reflections of the history of universities but with serious research. However, the title of his lecture includes one fashionable term which should immediately be subject to critical scrutiny – "social control". There is another term in his title, too, "Oxbridge" which has been used for too long to be called fashionable, but which can confuse as much as clarify. The titles of the related papers in the first seminar – and there are three for each lecture – are, however, clear enough. "The fate of Erasmus' humanism", "From Rumania to Rudin: the studia humanitatis in a scientific age" (though how many university professors in a specialised as well as a scientific age could identify either Rumania or Rudin?) and "The police and godly government in the English universities: the case of Edinburgh". Though the adjectives "polite" and "godly" have not quite passed out of use, they would certainly be seldom bracketed together today. Their inclusion in the title of one of the most locally appropriate of the conference papers, written by Dr. Philip Stone, is a useful reminder, as doubtless is Professor Stone's inclusion in his title of the term "social control", that universities have set out, often quite deliberately, to shape conduct as well as ideas. The "Oxbridge" approach to *in loco parentis* was only one, not always straightforward, element in this.

Argument for leaping back in time

That the number of professional historians interested in the history of universities is growing was demonstrated earlier this year when on the initiative of the Conference of Rectors of European Universities, a conference of university historians was held in Switzerland to consider of study as well as issues and problems. It is fitting, indeed, given Reformation and Enlightenment links between Scotland and Switzerland, that two of the main university conferences of 1983 should have been held in Geneva and Edinburgh. Yet in the light of our present preoccupations there is an argument for leaping back even further in time and taking a closer look at the medieval universities as Harold Perkin did in a paper on "Higher Education as an Historical System" presented at a third conference held in 1983 – on this occasion with less sense of historical association – in Los Angeles. For Perkin the university was "the accidental product of a uniquely divided and decentralized society", though within the universities – and there were 46 of them by 1500 – there was a common "universe of thought". Their relationship both with Church and State and the development within them of a kind of "intellectual estate" raise issues which are still not dead. So also do their common curriculum and the way of life of their students. There may well be features of "post-industrial society", to use another fashionable and question-begging term, that have more in common with pre-industrial society than with the society of the nineteenth and twentieth centuries.

The place of universities in that changing society is the topic of the second day of the conference and is introduced by Leland Lyons with a lecture on "The Idea of a University: Newman to Robbins". It starts with a topical quotation from Sir William Hamilton, an Edinburgh professor, who wrote in 1837 that "a university is a trust confided by the State to certain



Old College, Edinburgh – a university against a background of tradition.

hands for the common interest of the nation" and that it had never been denied that "a university may, and ought, by the State to be from time to time corrected, reformed, or recast in conformity to accidental changes of relation, and looking towards an improved accomplishment of its essential ends."

Professor Lyons considers Hamilton's assumptions one by one in approved Edinburgh philosophical fashion, but it should be added in terms of the nineteenth century context of Hamilton's statement, as G. W. Davies explained in his lively book *The Democratic Intellect*, that Hamilton did not think much of the Report of the Royal Commission of 1826 which was the result of State intervention. It would have left unimpaired that which should have been reformed and would have reformed that which should not have been reformed. The healthiness of State intervention in higher education can never be taken for granted, though the need for State support has never been in doubt since the late nineteenth century and now extends indirectly, like most State support, even to the free University of Buckingham.

The three papers linked to that of Professor Lyons deal less with the role of the State or, indeed, of the University Grants Committee than with changes in society and culture – "A liberal education: an out worn ideal?" (by Ian Gregory); "The growth of science and technology in the universities" (by Patrick Nuttgens, the director of a polytechnic); and "Tradition and innovation in British universities, c. 1800 to 1960" (by myself). I deliberately chose as the last date in my title the year before the University of Sussex admitted its first 51 students, for one of the advantages of examining universities historically (and vice chancellors have little time for that) is that the writer or the lecturer (and the reader or the listener) can get away, though never entirely, from autobiography. Most writing on the actual experience of universities has, in fact, been autobiographical, and so also has been most of the theorizing on education. By choosing a later terminal date than mine, associated with the name of Robbins, Professor Lyons, like Professor Gregory, can bring in the cluster of new universities, for it is important to bear in mind that their inception – and Keele came in an earlier period – preceded, not followed, the Robbins Report. There are far too many facile causes and effects in much of the university history that already exists.

In my own title I was somewhat uneasy about the words "tradition" and "innovation" in the singular. Before and after 1960 there was, in fact, a diversity of traditions, and innovation was seldom thought of as an abstraction except after the event in case studies by bodies like OEDC and the European Institute of Education. Particular innovations before 1960 were decentralized and scattered, and even now are not easy to trace. It seems clear, however, in retrospect, that the chief effect of creating a number of new universities in the 1960s, more than had ever been created before within the same short period of time, was to direct attention to innovation in the singular – with very mixed effects in older institutions – sometimes stimulating adoption, sometimes provoking

resistance. The age of institutions, therefore, was almost as favourite a topic of discussion during the 1960s as the so-called "generation gap" with institutions being categorized, like people, as young, middle-aged or old. "Systematic effects" were not ignored, but greater attention was paid to the variety of distinctive university profiles. Turning back from history to autobiography, the kind of autobiography that shapes attitudes towards history, I came to believe during this period that the historian of universities can learn as much by studying how one university is different from another as by studying what all universities have in common.

This has not been the major preoccupation of politicians or of social scientists, some of whom get near to suggesting now that the only really important issue in higher education is access, although the title of the main lecture on the third day of the Edinburgh conference, which is devoted to present and future, is broader in scope. Shirley Williams, who might well have been vice-chancellor of a university than a politician, is lecturing on "Higher education: academic freedom versus social requirements". It is as tricky a title as Professor Stone's, for whereas everything would hinge on the word "versus" provided that there were agreement about the terms "academic freedom" and "social requirements", "academic freedom" is not easy to define – this was one of the issues of the 1960s – and "social requirements", however they are defined, are not easy to measure.

Where the past precedes the future

The three linked papers for the third seminar which will follow Mrs. Williams' lecture, will be available only at the conference, but it has been announced that they will cover access to higher education (by Tessa Blackstone); the economics of it all (by Gareth Williams, who is in a unique position to cover 1960s and 1980s); and "The government of higher education", not "The government and higher education" (by Philip Whitehead). There is always a danger that papers dealing with the present and the future will seek to evade the past rather than to take account of it, but at this conference past precedes future in strict chronological order.

Moreover, there are links with the past in that this last seminar will concern itself not just with the papers but with the findings of the study group on higher education financed by the Leverhulme Trust. It is an independent study, not yet published, some of the purported conclusions of which have been leaked to the press, and both its preparation and its finance point to the fact that in the field of higher education the State and the educational institutions themselves are not the only providers. The role of trusts and foundations has been little studied in this country.

There will be no paper at Edinburgh dealing with the role of the public (including parents) and now the universities communicate with it. Yet the future of the universities depends to some extent at least, on how the different sections of the public come to

view priorities inside education and priorities between education and other branches of national policy. The activating group behind the Leverhulme project hope that the final seminar will launch a public debate about the future of English higher education during the 1980s and 1990s. William Waldegrave, minister concerned with higher education, will chair the last part of the third seminar and will respond to the discussion.

History, Harold Perkin has argued, is at its weakest and least persuasive when it comes to deal with the recent past and the "spacious present", the contemporary scene which has always gone by before we have time to examine it. One way in which it might become less weak and more persuasive would be through more comparative study of recent trends in quite different societies, for the chronologies are different and even when motives are similar outcomes diverge. It would be unfortunate, therefore, if the results of the study group, financed by Leverhulme, including my proposals, were to be left isolated within an exclusively British structural framework. Comparisons of access have always been interesting, if difficult. So too have comparisons of lengths of courses and curricular components and planning. As for the historical differences with Edinburgh, they must start with differences between England and Scotland and with differences between schools rather than differences between universities. At a time when Edinburgh was being hailed as the Athens of the North, George Jardine, professor of logic at Glasgow, was arguing that "we do not in this part of the Kingdom attach to classical learning that high and almost exclusive degree of importance which is ascribed to it elsewhere, thinking it of a greater consequence to the student to receive instruction in the elements of science both physical and mental, than to acquire even the most accurate knowledge of the ancient tongues."

The papers on the history of science and technology will not be the least interesting on the Edinburgh agenda, and Professor Lyons will be concerned very specifically with these subjects in his main lecture. Yet there are twists and turns in the story and some salutary warnings, like that of Lyon Playfair, distinguished professor of chemistry at Edinburgh from 1858 to 1869. Recognising the importance of liberal education in a university – not least in the training of members of the professions – he added that "if liberal culture be, as it should be, a part of professional training, the culture should be made to bear directly on the training and not remain a mere survival of an educational condition that is only known to us in history." When non-historians turn to the history of universities, they will always be looking for something more than mere survivals, and historians will always by necessity have to do a great deal not only of informing but of explaining.

Lord Briggs is Provost of Worcester College, Oxford. He will be delivering his paper on "Tradition and Innovation in British Universities" at Edinburgh University's Quatercentenary Conference "The University in Society: Past Present & Future" later this month.

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THI

Headlines which failed to tell the whole story

When the HMI discussion paper *The New Teacher in School* appeared last October, it was publicized as a massive indictment of teacher training institutions. The DES had already announced the intended closure of 16 colleges and polytechnic schools of education at the customary peak viewing time of 3pm on Monday in August, and this critical HMI report appeared as the death sentence on most of the 16 was about to be pronounced. Yet a close examination of the report itself shows that some of the key HMI pronouncements are extremely suspect.

Certainly, the lending newspapers were unanimous in their presentation of the report. All concentrated on the assertion by HMI that nearly a quarter of probationary teachers were inadequate. The main headline in *The Times Educational Supplement* was "1 in 4 poorly equipped for job" and a subsidiary leading ran "HMI blames teacher training for not weeding out weak students".

The Times and *Guardian* of October 12 used similar headlines: *The Times* proclaiming "Too many teachers lack skills for the job, school inspectors say", and the *Guardian*: "School inspectors report on new teachers says they lack training and temperament".

The figure of one quarter of all new teachers being badly trained thus became fixed in the nation's subconscious memory, and it was not long before the consequences began to erupt. In one university, a senior member of a planning committee argued against his university accepting the UGC teacher training places being offered on the grounds that the HMI report was so damning of what was being achieved. He had not read the report, it transpired, but only press accounts.

It is, therefore, rather important to subject the report itself to closer scrutiny than is usually accorded to HMI papers. After all, if an authoritative statement about the percentage of newly-trained people thought to be competent in an important profession like teaching has entered the nation's

Has teacher training failed? E. C. Wragg is the examiner

folklore, we need to feel secure that it is based on a proper appraisal. If someone stopped me on the street to tell me that a quarter of newly-trained doctors were incompetent I should feel a sense of alarm. If it were the case that 90 per cent were judged to be competent, however, I should probably guess that to be a not unreasonable realistic batting average, much as I should like 100 per cent.

HMI discussion papers have gradually become more professional. Early ones, like *Ten Good Schools*, were anecdotal, folksy, unsupported by any kind of documentary evidence. *The New Teacher in School* looks more professional, has a carefully drawn national stratified random sample, includes two appendices which show the questionnaires used and notes on statistical procedures from a DES statistician. This extra documentation, however, reveals how frail some of the evidence actually is when carefully checked.

The first frailty is the nature of the lesson observations on which judgments were based. Altogether 294 teachers were observed for two lessons each, a total of 588 lessons in all. For a national study, this is quite a small sample. I have been doing classroom observation research for the last 17 years, and I myself once did an analysis of 578 observed lessons with a grant of £1,200 from SSRC.

Reading the classroom observation side of the HMI report could lead one to believe that nothing had been learned about classroom observation in the last 30 years. There are some serious defects which would never be countenanced in any published

study. Only two lessons of each teacher were seen, during a single visit. No reputable study of teachers would use another common concern when teachers are observed on work, particularly when category systems or rating schemes are employed, is the extent to which observers would agree with each other, or indeed with themselves on another occasion, commonly referred to as inter-observer and intra-observer reliability. There is no reference to the latter, and it is too easily assumed that 130 different HMI would tend to agree with each other and with schools' ratings.

The report claims that after a briefing, the nature of which is not described, "some teachers might well have been included in an adjacent category by a different observer. HMI's judgment, however, relates closely to the schools' assessment of the new teachers' mastery of teaching techniques, though tending to be somewhat more severe." There is no check that HMI actually do agree with others to within a category, however, and the whole of the research literature effectiveness ratings suggests the contrary.

Nor is there much recognition of the impact of the observer. Although there is a section on constraints, these tend to describe difficulty of class, lack of materials, poor accommodation, ignoring the greatest constraint of all: that many probationers, in view of the status difference, their need to pass their probationary year, and the inspection occurring so early in their new job, would be scared witless at the sight of an external heavy sitting in the back corner. Indeed, anyone who has ever been inspected will testify that the occasion rarely produces "natural" teaching.

The principal "finding" highlighted at the press conference and headlined by all the newspapers, appears in the text as "one is bound to ask why, when there is no shortage of applicants for teaching posts, as many as a quarter of the teachers in the sample should be markedly deficient in a number of



teaching skills which they might have been expected to acquire through their training." Yet this assertion is based entirely on the HMI ratings of two lessons. The schools' appraisal that only 11.8 per cent are in this category, founded on their sustained familiarity with the new teacher's work, is dismissed because some heads, it is said, do not watch their staff teach. Another serious error of judgment is made in the sheer amount of inference which HMI were expected to draw from their two solitary lessons: about the appropriateness of subject, teachers' knowledge of their field, quality of questioning, whether pupils' language was suitably extended and a host of others. Some 31 of the sample were PE teachers. What kind of language was being developed on the rugby field is not recorded.

The pity of all this is that many HMI discussion papers and reports on schools have been well conceived, the primary and secondary surveys being especially well conducted. By deciding to give prominence both in the text and in the press conference to HMI's two lesson appraisals and ignore the professional evaluation of heads, which in any case were filtered through HMI and not recorded directly, a great deal of harm has been done. It is very important that heads of schools, though not that most are, feel that nearly 90 per cent of new teachers are well equipped for the classroom. It even coincides with HMI's own evaluation

in the report of such basic skills as class management, 89 per cent given average or better, and good relationships, 94 per cent average or better, and bear in mind that they were using criteria normally applied to experienced teachers, not specially muted judgment for beginners.

The recent White Paper on teaching has the noble aspiration of attempting to improve the quality of what is done in schools. With several well-established courses terminated in the last round of cuts, relationships between some colleges and the DES at a very low ebb, and the new thrust of Secretary of State for Education's approval, HMI embark on their two-year inspection of public sector training institutions at a critical time.

I know from talking to several HMI involved that they have a shrewd awareness of the sensitive nature of the exercise they are about to undertake. If handled in a skilful and open way it can do a great deal to improve the quality of teaching in our schools and restore the morale of the teacher training profession. Teacher trainers have already devoted considerable time and energy to improving what they do, and the results are, in my view, infinitely better than anything that was done in the past, but they could be forgiven for wondering, in the light of recent events, whether anyone up there loves them.

The author is professor of education at Exeter University.

David Sample marks the end of term for the Commons Education Select Committee on education

The impact of the select few

The impending general election and the associated end of the current parliament will mean that the Commons Education Select Committee will have undertaken some three and a half years of investigations. If the system continues after the general election, the committees will have a new membership and maybe new terms of reference.

The Select Committee system was reintroduced in 1979 by Norman St John Stevas, then leader of the House, with 14 committees of backbench MPs set up to monitor the work of each government department.

The Education, Science and Arts Committee was appointed "to examine the expenditure, administration and policy of the Department of Education and Science and associated public bodies and similar matters within the responsibilities of the Secretary of State for Northern Ireland." The committee consisted of nine members; five Conservatives, three Labour and one Plaid Cymru and was given the powers: (a) to send for persons, papers and records, to sit notwithstanding any adjournment of the House, to adjourn from place to place, and to report from time to time;

(b) to appoint persons with technical knowledge either to supply information which is not readily available or to elucidate matters of complexity within the committee's order of reference.

The committee worked usually on two or three inquiries at a time, one major theme and one or two minor themes being the norm. The aim was to complete a major enquiry and report to the House of Commons within a relatively short time, typically nine months to a year and to produce reports on the minor enquiries over a shorter time.

For example, during the first year of its operation, the committee undertook a major study of the organization and funding of higher education which began in January 1980 and was published, together with the minutes of evidence and proceedings of the com-

mittee, in September 1980. Concurrently with the higher education study the committee considered information storage and retrieval in the British Library Service.

The committee also hoped to be able to respond over a much shorter time-scale to events requiring immediate comment or action; the higher education inquiry incorporated a joint study with the overseas development sub-committee of the Foreign Affairs Committee, of the implications of the Government decision to increase fees for overseas students. This study led to an interim report, published in April 1980, in an attempt to influence the debate by drawing to the attention of the Government certain problems and inconsistencies inherent in the policy.

Probably the most widely-publicized activity of the committee was the action it took during the musicians' strike of 1980 to help resolve the dispute and thus permit the Proms to take place.

Scrutiny sessions formed the third aspect of the committee's work. They took place at approximately four-monthly intervals and involved an examination of the Secretary of State, usually accompanied by junior ministers and senior DES officials, on a range of pre-selected topics. Normally one session per year was devoted to policy issues of current interest in which the DES was engaged. Topics were selected by ballot followed by a certain amount of horse-trading, since the number of topics of interest usually exceeded the time available.

The committee's public sessions provided some fascinating moments, sometimes frustrating, often humorous. The early sessions in January 1980 were chaotic, as all nine members appeared to wish to question all the witnesses on all aspects of the inquiry; but an efficient operating style rapidly

evolved. Individual members or in some cases, pairs of members of the committee, concentrated on particular aspects of the inquiry and led the questioning of witnesses in those areas, the orchestration and timing remaining under the firm control of the chairman, Christopher Price. Questioning was normally based on memoranda, submitted by the witnesses or the organizations which they represented, prior to the session.

Questioning was searching and several sessions appeared to prove gruelling for witnesses, although the limited time available, usually two hours per session, meant that on some issues witnesses were able to prevaricate. Consequently what might have developed into a useful line of questioning could not be pursued.

The whole committee or groups of members, sometimes accompanied by advisers, frequently moved outside Westminster to take evidence or to visit institutions or organizations. Journeys within the UK were common and several overseas visits took place, for example to the USA as part of the inquiry into information storage and retrieval and to Deauville in connection with the study of the secondary school curriculum and examinations.

Many people, including some members, consider that the committee's influence has been, at most, peripheral and although many teachers and lay people might be inclined to agree, such a view does not do it complete justice.

Its major reports have in several cases been followed by government action in accord with some of the recommendations. The higher education inquiry exposed the deficiencies of a manpower planning approach which was rapidly abandoned. The National Advisory Body for higher education in the public sector, announced by the Secretary of State for Education in 1981, was not dissim-

ilarity to the Committee for Colleges and Polytechnics proposed by the Select Committee in 1980. Increased co-operation between the university and non-university sectors was promoted strongly by the report and some progress has been made in that direction. The report on information storage and retrieval in the British Library service which recommended that the proposed British Library be built, was rapidly followed by a decision to build it. Although it is impossible to establish causative links between the recommendations and the decisions, there is certainly circumstantial evidence to support the connexion.

The shorter reports have had varying effects from the success of the very short investigation into the musicians' strike already mentioned, to the less widely publicized investigations into the Theatre Museum and biotechnology research which have nevertheless had some discernible impact.

Scrutiny and expenditure sessions provided an opportunity for the pursuit of particular themes, some raised in reports of the committee, others resulting from earlier scrutiny sessions. One interesting example was the fate of the Rayner Report on the organization of 1982. Sir Keith Joseph promised that the Rayner Report would be available "before the snows". The issue was returned to in detail at the scrutiny session of February 9, 1983 at which Sir Keith was present since the report had been pressed to reveal the presentation of the first draft in July 1981. His adamant denial of the suggestion that it had been gathering dust in the Cabinet Office or in Downing Street was not too convincing. The report was finally released at the end of March.

It would have been gratifying to have had a TV recording of the session in which Lord Robbins, invited to give evidence to the higher education inquiry (members of the House of Lords cannot be summoned by a Commons Committee), quietly extended his comments to the deficiencies of early specialization in secondary schools, due to university influence and the advantages of greater breadth both in the school curriculum and in the majority of first degree courses. He concluded his answer to one question with the remark: "The honours courses in many universities are designed to produce dons to produce dons to produce dons - and people who do well in the more exacting Civil Service examinations."

Certainly this was one case where the written record could not reflect the full impact of the measured and thoughtful comments of such an experienced educationalist.

As to overall effectiveness of the Education Select Committee the picture is varied. Some reports may not have had the impact hoped for while others have been surprisingly successful. Members of the committee have certainly gained a much wider understanding of the education system and the use which they can make of this in questions to ministers, standing committees on educational legislation as well as in speeches, writings and meetings outside the Commons must be considerable. The conclusion of the Liaison Committee that: "... it has considerably extended the range of the House's activity, strengthened its position relative to that of the Government, and deepened the quality of its debates" is one which hopefully bodes well for the continuation of the system into the next Parliament.

Finally, it will have occurred to more than one person who has watched the committee in operation, that a period as chairman would be an invaluable component in the background of any future Secretary of State for Education.

The author is senior lecturer at Rolle College, Exmouth.

BOOKS

'Everything is rooted in politics'

by Ronald Beiner

Jean-Jacques: the early life and work of Jean-Jacques Rousseau 1712-1754 by Maurice Cranston Allen Lane, £14.95 ISBN 0 7139 0608 1

Whatever one may think of the thought and politics of the eighteenth century or of the achievements of the French Enlightenment, it is impossible not to marvel at the universal genius of Jean-Jacques Rousseau. Whether writing discourses on morals or economics, on music or religion, composing music or writing novels, Rousseau soared above all his contemporaries. His unusual composition transformed the tastes of the French public, his literary compositions introduced a new sensibility to nature, his philosophical works altered the course of entire discourses. His great treatise on education, *Emile*, changed the way people thought about child-rearing; his political writings changed the way people thought about the principles of political life; his *La Nouvelle Héloïse* and autobiographical writings changed the way people thought about themselves.

Whenever Rousseau intervened in a public controversy, all the various factions suddenly forgot their quarrels with each other and concentrated all their attention upon Jean-Jacques. One year his opera was being cheered with ecstatic acclaim hailed even by the King (who was known for his indifference to music); the next year Rousseau's views on French music were being universally excoriated, inciting calls for his banishment, with effigy-burning and talk of assassination plots by the Parisian opera. Maurice Cranston, in the first volume of an ambitious two-volume biography, offers an engaging and very readable narrative of the early years of this *promeneur, révolutionnaire*, and philosophical prodigy.

The story told in this volume begins and ends in Rousseau's native Geneva. In fact, Cranston commences his account with the entry of the Rousseaus into Geneva during the time of Calvin, in 1549, five generations prior to the birth of Jean-Jacques. We are told of how Rousseau spent his childhood alternating between the social heights of upper Geneva and the artisan quarter of St Gervais. Most of the book, however, concerns Rousseau's travels and experiences in other parts of Europe, notably Savoy, Venice and Paris. We follow Rousseau trekking across Europe by foot, from Geneva to Anancy to Turin to Lyon to Paris to Lyons to Chambéry. We also follow Rousseau's various escapades as a Parisian musician, wandering off the advances of homosexuals, dedicating opportunities to seduce young women and ardently trying to win the love of older women. (At some points the book reads like a tourist's guide for those wishing to retrace Rousseau's footsteps through Europe - indicating whether houses in which he stayed still exist, and where they are to be found today.)

Cranston appears not to lack sympathy for his subject, yet his portrait is not always flattering, and at times Rousseau is somewhat patronized (though, no doubt, less than by other biographers). In the chapter on Rousseau's diplomatic career in Venice, for example, we find Rousseau more concerned with sealing the social structure than with understanding its nature; it emerges that his difficulty in reclaiming travelling expenses from his employer reveals to him the injustices of society; and we are informed that, according to Rousseau himself, the key to fathom his experience is to be found in his reaction to the shape of a prostitute's nipple.

Cranston writes in a style of detached irony, and indeed he has a flair for highlighting irony in the situation of those who had to cope with eighteenth-century mores (Rousseau's aunt Théodora, who was censured by the Consistory of Geneva for "anticipation" of her marriage; Madame de Warens, whose shrewdly-arranged flight from her husband took place "by night to avoid the heat of the day"). And Cranston tells with flourish the story of the various salons that were thriving during Rousseau's years in Paris, though it is almost impossible, within the complicated world of the literary salon, to keep track of who was, or had been, or was to be, the lover of whom.

Cranston's aspiration in this work is to base himself as much as possible on original manuscript sources. The result is a book that, in addition to being very well written, is painstakingly and impeccably researched. The historical documentation is so detailed that one almost feels tempted to fault the book for an excess of scholarship - never failing to point out when Rousseau gets his dates wrong or to correct Rousseau's account of events in the *Confessions*. The leading question, however, is whether either the style or the method of the work serves fully to disclose Rousseau's greatness as a theoretical mind, and is sufficiently successful in dispelling widespread images of Rousseau that totally underestimate the seriousness of his intellectual activity.

Rousseau shares with Hegel and Nietzsche among modern philosophers the fate of having his teachings thoroughly misrepresented and distorted. As Cranston points out, Rousseau has been variously depicted "as an evil genius, a prophet at once of fascism and of communism, an enemy of reason and science, responsible both for the romantic revival and the French Revolution, a mountebank, a psychotic and a freak". There is a good deal in this biography to lend credence to some of these epithets: Rousseau seems to spend much of his time sponging on the nobility, seeking then repudiating bourgeois patronage, winning money by patting the egos of the Court. My worry is that by dwelling on this side of the story Cranston perhaps unwittingly, abets the picture of Rousseau as an eccentric and romantic dreamer, and does not do enough to establish Rousseau's true stature, namely that of a philosopher of the first rank.

In particular we may ask how our such as this - Jean-Jacques, "the solitary wanderer, the hermit, the ascetic moralist" - could possess any profound insight into politics. Yet Rousseau did possess an extraordinary keen political intelligence and a genius for political philosophy. There are, to be sure, glimmers of this preoccupation with politics in his biography. Even in his youth Rousseau identified with ancient models: "At twelve I was a Roman." Crossing the Alps he compared himself to Hannibal. And when, having fled from Geneva, he saw the necessity of converting to Catholicism, he says he considered his conversion a "political" act - thinking of Henri IV, who converted in order to preserve the integrity of France.

Many years later Rousseau writes a letter to Voltaire professing his republican credentials: "I am devoted to liberty". It is significant that although he had forfeited his Genevese citizenship with his conversion, Rousseau always insisted upon signing himself "J.-J. Rousseau, *Citoyen de Genève*". These are marks of an intensely political experience, which is openly declared in the *Confessions*: "I had seen that everything is rooted in politics and that, whatever might be attempted, no people would ever be other than the nature of their government made them."

Rousseau's principal philosophical achievement was the rigorous formulation of a striking concept of freedom, at once ancient and entirely novel. In the *Discourse on the Origins of Inequality*, Rousseau had defined an idea of natural liberty defined in terms of independence.

self-sufficiency, and emancipation from the false ideals current in society. In the *Social Contract* he developed an idea of civil freedom as autonomy, defined as obedience to the law that one can recognize as issuing from one's own will, which was to have huge repercussions with its appropriation into Kant's philosophy. Together, these two ideas contributed to a bold vision of republican liberty that affirms active citizenship in a free state.

In a recent review in *Encounter*, Cranston cites Benjamin Constant's well-known distinction between ancient and modern liberty: according to the latter conception, freedom is understood as being left alone by the state to do what one wants; according to the former, freedom is active self-government, "a matter of participating in the sovereignty of the state". Cranston, in that review, endorses Constant's complaint that Rousseau's demand for "ancient freedom" would kill "modern freedom" without restoring "ancient freedom". However, there is much to be said in favour of the Rousseauian conviction, expressed in Cranston's closing paragraph, that without real political citizenship one could expect no lasting happiness, and that although this was Rousseau's own melancholy destiny, it was not his singular misfortune but the unperceived predicament of every man in the modern world.

Attempts to portray Rousseau as some kind of totalitarian are all too familiar. Yet it is evident that within the spectrum of present-day alternatives, the political programme that today comes closest to corresponding to Rousseauian policy is that of the Green Party in West Germany: concerted opposition to the growth economy, antipathy to the spirit and aims of the Enlightenment, dissatisfaction with modernity, and commitment to participatory politics are all in line with Rousseau's principles. A Rousseauian polity would be egalitarian, self-sufficient in every way, infused with the virtues of a citizen's militia (far removed from the aggressive brands of militarism we know today), and above all, animated by a highly-developed sense of citizenship. All the tendencies of modern politics run counter to these requirements.

Rousseau's argument is that every progression of modernity is a further advance into a condition of corruption, and that any nation fortunate enough not to be already implicated in the modern project should do everything possible to stay out of the ranks of modern states. This is argued most eloquently in Rousseau's work on *The Government of Poland*.

If what you wish is merely to make a great splash, to be impressive and formidable, to influence the other peoples of Europe, you have before you their example: get busy and imitate it. Cultivate the sciences, the arts, commerce, industry; have regular troops, fortified places, academies, and, above all, a fine financial system. You will be accounted one of the great powers of Europe. . . . and you will have the honour of being dragged into every war fought in Europe. . . . You will be able to say: 'When the world is mine, I am going to eat lots and lots of candy'.

The alternative, Rousseau says, is non-entry: "your exploits will fill no newspapers. No philosophers will fawn upon you. No poets will write songs about you. You will seldom be the talk of Europe", but this is the only way to remain a free nation. Rousseau concludes this passage by observing that one must make an absolute choice between these two possibilities, and not hope to steer a middle course between them. There can be no compromise with modernity.

Rousseau saw more clearly than any other modern philosopher the dangers posed by a civilization entirely dedicated to science, technology, progress, and the Baconian project of conquering nature. Later gen-



Rousseau, after a painting by R. Gardelle.

erations, he predicted, would "beg God to deliver them from science. 'Give us back our ignorance, ignorance and poverty,' will be their prayer". Lacking the moral knowledge to make good use of science, men would discover that a society subjected to scientific and technological progress is incompatible with freedom. Although Rousseau had been one of the *encyclopedistes*, he became the most thoroughgoing and profound critic of the Enlightenment.

Rousseau's encounter with the Enlightenment was clearly the chief impetus of his philosophical work. We learn from Cranston that it was as tutor in the household of M. de Mably in 1740 that Rousseau first came into contact with the French Enlightenment. Indeed one of the members of that household, the brother of Rousseau's employer, was Condillac, one of the leading figures of the French Enlightenment. Rousseau shared the political radicalism and the deism of the *philosophes*. But the more his thought developed, the more clearly he perceived that the progressivist tendencies to which they were wholly bound could have nothing but fatal consequences.

Cranston makes much of Rousseau's so-called "reform", his determination to win independence at all costs and to forsake fashionable society, coinciding with his turn against the Enlightenment. Rousseau refused to compromise his independence by accepting a royal pension from the King, and it is interesting that this was what provoked his first major row with Diderot.

Undoubtedly, Rousseau's famous "illumination" on the road to Vincennes, in the summer of 1749, was the major turning-point in his life. Its immediate effect was the composition of his *Discourse on the Arts and Sciences*, but as Diderot was to remark, Rousseau "spun out a whole philosophical system" from this reflection. Indeed, it is legitimate to regard Rousseau's work from this point onwards as deeply systematic and integral. Rousseau himself refers to his "great and melancholy system", and he specifically says that his first *Discourse*, second *Discourse*, and *Emile* - which he describes as his "three principal works" - all flow from one and the same inspiration: "all three works are inseparable and form a single whole". Notwithstanding countless attempts to dismiss Rousseau's work as contradictory and incoherent, deeper attention to his arguments reveals an underlying consistency, and bears out his insistence that the contradiction lies in reality, not in his ideas.

Those who doubt Rousseau's power as a systematic thinker have surely failed to appreciate the *Social Contract*. It is not only a rhetorical tour de force, as are all of Rousseau's works, but is also a cogent and closely-reasoned philosophical argument. It offers an ingenious fusion of the ancient idea of citizenship and the modern idea of autonomy. Critics who find the work illogical or even dangerous have not read the text with sufficient care, leading for instance to heed Rousseau's all-important distinction between the executive function of the government and the legislative function of the people as sovereign body. To regard Rousseau's legislator as a threat to political freedom, as many have done, is quite mistaken; the legislator is a law-giver in the classical sense. As Cranston notes, Calvin acted as such for Geneva, and a similar role was assigned to Rousseau himself by the statesmen of Poland and Corsica. The *Social Contract* is, unquestionably, one of the most brilliant and most compelling attempts to solve the perennial problem of the relationship between freedom and obedience to law.

If we concentrate solely on the personality, we should be utterly bewildered how this shy, impoverished, Swiss vagabond could have caused such far-reaching convulsions. In 1753 the Paris magistrates were on the brink of rebellion against the King, who had endeavoured to remove their judicial prerogative. Incredibly, Rousseau's attack on the French opera created such a furor that the political crisis was overshadowed. But Rousseau's ideas not only averted revolution, they also produced revolution. Burke, Napoleon and Hegel, notes Cranston, shared the view that Rousseau bears responsibility for the French Revolution.

"Rousseau said he desired 'obscurity', but what he really wanted was to have publicity for his ideas and his writings, not publicity for himself." Cranston remarks that this wish was doomed to disappointment, both throughout his life and afterwards. Maurice Cranston gives a rich picture of life in the eighteenth century, and provides us with a lively and often entertaining account of the experiences and adventures of Jean-Jacques. In the final analysis, however, it must be said that, despite all the attention that Rousseau himself draws to the details of his life story, the circumstances of his life are not nearly as interesting as the intricacies of his philosophy.

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BOOKS
Respected enigma

Walter Benjamin
by Julian Roberts
Macmillan, £15.00 and £5.95
ISBN 0 333 30617 1 and 30619 8

Julian Roberts has written a book for those who are already thoroughly familiar with Walter Benjamin's writings, rather than an introduction to his thought. Accepted on those terms, it is an impressively solid piece of work.

Since his tragic suicide in 1940, Walter Benjamin has remained, in Roberts's words, a "highly respected enigma". He is known widely as the author of certain famous essays such as "The Work of Art in the Age of Mechanical Reproduction", somewhat less well known as a friend and interpreter of Brecht, and for his "Theses on History" written at the end of his life in disillusionment after the Molotov-Ribbentrop pact. But he left no school or theoretical tradition (despite the title of the series in which the present book appears), and there have been deep disagreements about even such fundamental questions as whether Benjamin was "really" a political Marxist, or whether his Marxism was merely a late veneer on his cultural criticism.

Roberts does not make Benjamin any less enigmatic as a person. In fact the biographical sketch with which the book begins does not really bring him to life: there emerges a rather wooden impression of him as (roughly speaking) a bit of a Jew about with a fairly interesting sex life who latterly could not decide whether to settle in Palestine, Moscow, Paris or New York. This is, however, filled out in the middle of the book on "context and background". Here there is an interesting discussion of German universities and their relations with state power from the early nineteenth century, by way of explaining Benjamin's failure to secure any academic post. Still more interesting is the detailed study of Benjamin's rather ambivalent connection with the Frankfurt School. Though he was eventually to become a full member of the school, and was on the best of terms with its director, Horkheimer, his relations with Theodor Adorno became increasingly strained (though always polite). Adorno seems to have exercised virtual censorship over Benjamin's work published in the *Zeitschrift für Sozialforschung*, especially in the case of the late essay on Baudelaire.

The third and most substantial part of Roberts's book is that on Benjamin's work. Here he relates the author and the development of his ideas to a great many intellectual influences of the period: his critique of ethics and the symbolism of the George circle, Catholicism and Zionism, Freudianism and hermeneutic philosophy, Bolshevism and historical materialism. Roberts comes down firmly in favour of Benjamin's early and deep-rooted conversion to political Marxism, which he "embraced" on Capri in 1924 in the theory of Georg Lukács and in the person of Asja László. But it is this selection which must be fairly impenetrable to the reader who does not already know Benjamin well. And personally I should have thought that a book in a series on "theoretical traditions in the social sciences" ought to make a more obvious effort to communicate its ideas to readers who do not themselves stand in that particular theoretical tradition.

Stephen Meunell

Stephen Meunell is senior lecturer in sociology at the University of Exeter.

Colin Ross and Christopher Harris's 1965 study *The Family and Social Change: a study of family and kinship in a South Wales town* is re-published in the International Library of Sociology series by Routledge & Kegan Paul at £4.95.



H. W. Fowler's *Modern English Usage* is published for the first time in paperback by Oxford University Press at £3.95. This photograph shows Fowler in Guernsey, where he lived for 22 years from 1903. After running to and from his morning swim, he would work, often out of doors, dressed in football jersey and shorts.

Criminal negligence

Criminology, second edition, revised
by Stephen Hurwitz and Karl O. Christensen
Allen & Unwin, £20.00
ISBN 0 04 364012 5

Scandinavia holds a special attraction for criminologists in Britain, by virtue of its progressive image in the treatment of crime and criminals, and, more mundanely, because of the fact that many of its scholars publicize their research and ideas through the medium of the English language. Thus many will turn with great expectations to this book.

Described as a "new and completely revised edition of the Standard Scandinavian Study", it is in fact the second edition of a textbook by Stephen Hurwitz first published in an English translation in 1952, but based largely on the joint authors' third Danish edition, *Kriminologi*, (2 volumes, 1968, 1971). It is very disappointing to discover that it is a monument to the empirical endeavours and aspirations of positivist criminologists of the 1950s and early 1960s (not to mention the well represented work of the 1920s and 1930s). The foreword by Thorsten Sellin is more of a personal tribute to the lifetime contributions of the two eminent Danish authors than a sign of its value for the future development of the subject. There is no reference whatsoever to even the most moderately "radical" of the new criminologies, and this cannot be a true reflection of Scandinavia's awareness of radical criminological thought when it has produced such eminent figures as Nils Christie and Thomas Mathiesen.

The authors' explicit emphasis is upon "that part of criminal science which empirically describes criminal behaviour" and is grounded firmly in the legal concept of crime. Although they refer briefly to the pioneering self-reported crime studies carried out by Scandinavian researchers among young adults, their implications are rarely taken into account in analysing the numerous theories based on official data. They do discuss Christensen's own studies of

twins and his work on genetic factors in some detail, but only reach the weak conclusion that there is need for future research into the interaction between genetic and environmental factors.

Although the chapters are divided according to the major disciplines - biological, sociological and socio-psychological backgrounds to crime - each factor is treated in the same atheoretical fashion, and data is accumulated on incidence and correlations with no attempt to construct any overall theoretical perspective. At the beginning of the section on "socio-psychological" factors Hurwitz and Christensen admit that "in separating these factors from the total life situation, there is a risk that an estimation of their relative strength becomes impossible". How true, social class is dealt with in five pages devoted to the occupational distribution of known offenders, followed by a section on "status theories" of delinquency which stops short with the work of Cloward and Ohlin in the mid-1960s.

The authors miss many tantalizing opportunities for comparative analysis or enlightened speculation - such as the unique experience in Denmark during the German occupation at the end of the Second World War when the Danish police force was dissolved in May 1945. The role of alcohol in criminal acts and in the careers of individual offenders is painstakingly documented. They reveal that a very high proportion of offenders were drunk at the time of committing their offence, including a majority of violent offenders and that drink played a significant role in crimes such as incest. But this data is left to "speak for itself" without serious attempt at comparative or theoretical interpretation.

The comparative dimension indeed is very unevenly explored, whether on a chronological or cross-cultural basis. Some issues are examined purely on the basis of Scandinavian material, others draw exclusively on American or, more rarely, British evidence. Many interesting questions are raised but invariably it is left to others to provide the answers.

Keith Bottomley

Keith Bottomley is reader in criminology at the University of Hull.

Shopfloor activity

The Causes of Industrial Disorders: a comparison of a British and a German factory
by Ian Maitland
Routledge & Kegan Paul, £5.95
ISBN 0 7100 9207 5

The central argument of this book is that a breakdown in "government" in the British workplace has resulted in a high level of industrial disorder. So high, in fact, according to Dr Maitland that "In Britain... everyday relations on the shop floor are marked by constant friction".

To study the causes of this breakdown, the author reports the findings of two case studies carried out in 1977 at a British and a German factory. For a period of four weeks in each factory, the author observed activity on the shopfloor, seeking to establish why and in what ways the shift to workplace bargaining in Britain had led to a dispersal of power throughout the workplace, whereas in Germany that power had been successfully vested in the works council.

Among the contributory factors discussed is the legislative support which underpins the German works council system, and the high degree of multi-unionism in Britain, which is seen to lead to a sectional and competitive view of the workplace. Also, a tendency among British managers to yield to worker pressure and make piecemeal concessions is identified as a key factor creating discontent among other sections of the workforce, and further exacerbating the complications engendered by highly differentiated piecework pay systems.

Given the significance of some of the issues under consideration (causes of industrial conflict, industrial variations in the pattern of workplace relations), the book is profoundly disappointing. The case studies do not yield the rich insights which make this method of inquiry so necessary a counterpart to broader based research. We are given nothing of the employees' own interpretation of the situation.

Another problem is that very little appears to have happened during the periods of observation, somewhat undermining the author's assertion that workplace relations in Britain "have spiralled out of control in a war of all against all" (page 47). The one dispute in the British factory which is discussed in detail occurred before Dr Maitland's arrival, and is filled entirely from management files.

Moreover, the treatment of the German case study is, in general, very sketchy, often being introduced towards the end of chapters as a brief counterpoint to the account of the British works. This is a pity, particularly in the light of the growing awareness in recent years of the potential impact of cultural differences on industrial relations. The reader is left wondering about the relative influence on workplace relations, of factors such as the German acceptance of laws and rules governing industrial relations, the institutionally weaker position of trade unions on the shopfloor in Germany, and the fact that in the German factory under examination there were Turkish and Yugoslav *Gastarbeiter*, many with the limited security of temporary residence permits.

In a number of ways too, the study represents a historical rather than a current reflection of the nature of shopfloor industrial relations in this country. The weight of economic recession, over-capacity and severe unemployment has substantially changed the nature of those relations over the last three years. Whenever the promised upturn arrives, the extent to which workplace relations in a much modified British industrial structure will return to being "a war of all against all" - if, indeed, most of it ever has been such - remains to be seen.

Paul Blyton

Dr Blyton is lecturer in industrial relations at UWIST.

BOOKS
The poet's double

Keats: the myth and the hero
by Dorothy Van Ghent
edited by Jeffrey Cane Robinson
Princeton University Press, £20.40
ISBN 0 691 06569 1

Dorothy Van Ghent, best known as the author of *The English Novel Form and Function*, died in 1967 and left behind her a large, unfinished work on Keats, the argument of which she had outlined in 1954 in the *Keats-Shelley Journal*. Mr Robinson has reduced the manuscript by a third and has made sensible revisions. One chapter, however, on the Odes, is chaotic, and Robinson prints in an appendix a separate essay on the "Ode to a Nightingale". Van Ghent describes in her introduction what she calls the "scenario" of Keats's poems:

The hero is a gifted young man of a labile, aspiring temperament, torn by conflicting emotions and consumed by ambition. He has a "double" or "anti-self" who is his complete opposite, a serenely powerful being who looks like a statue of Adonis or Apollo. The hero's problem is how to become his double.

Van Ghent goes on to describe the three women of the myth - a maiden (whether sister or bride), a beautiful witch who seduces the hero, and a great goddess. This interpretation, influenced by Jung, Jane Harrison, Joseph Campbell and Robert Graves, has the merit of taking Keats seriously; it throws some light on *Eudymion* and the other narratives; it shows that the poet's greatness depends not on his conscious use of archetypes; and that his poetry reflects and embodies the struggle on which he was engaged.

Interesting as the book is, it is not always convincing. Generally speaking, Van Ghent avoids argument with other critics, and for this the unfinished nature of the work may be to blame. There are few references to recent biographies or even to the facts of Keats's life, except with regard to Fanny Brawne. Van Ghent remarks that "Keats would have forced any woman whom he loved into the mold of the fatal anti-figure of the poems, that he would have found in his life the image he carried in his mind" and that there was "a ravaging and ruinous struggle between love and poetry". Against this it must be said that "The Eve of St Agnes" exhibits none of the morbidity of his later letters and poems to Fanny, that it was natural for one who had sat beside the dying Tom to be aware of the threat of death, and that the notorious fragment "This living hand" may have no connexion with Fanny.

There are often alternative interpretations, equally valid, of the poems Van Ghent discusses. The Indian Maiden in *Eudymion* may represent Keats's sense of his duty to a suffering humanity, and the renunciation that she was the goddess in different guise may signify that Keats had decided that he could best help humanity by being a poet, rather than a doctor.

We must supplement the idea that Keats was acting out a monomyth by recognizing both his swift development as an artist and also his keen awareness of his responsibilities as a poet. *The Fall of Hyperion* is an interpretation of *Hyperion*. It could never be finished because Keats had already used the climax of the earlier poem, the encounter between the Dreamer and Moneta repeating that between Apollo and Mnemosyne. Van Ghent argues that Apollo, who represents the poet, is really "a gifted youth with a Dionysian temperament" and that he does not possess the Apollonian attributes - reason, law, symmetry, harmony. But Keats is attempting to describe the condition of becoming a great poet. A poet, the "most unpoetical thing in existence", has to acquire "know-

ledge enormous" of the sufferings of mankind by identifying with them, becoming "one to whom the miseries of the world are misery". Apolline or not, this is a more heroic figure than the monomythic creature depicted by Van Ghent.

I doubt, moreover, whether the "dehumanization of sensuality, with its overwhelming attraction" is the pivot of *Lamia*; and I doubt even more whether the "Ode on a Grecian Urn" is concerned with "the hero's failure in confront and accept the power of sexuality", especially as this ode is discussed, out of chronological order, before the celebration of love in the "Ode to Psyche".

I have concentrated on points of disagreement. But it should be emphasized that the book as a whole provides an original and interesting interpretation of Keats's poetry, and there are many passages which strike one as true and (in his phrase) "appear almost as a remembrance". Although Van Ghent speaks disparagingly of aesthetic criticism, she does at times, as in her analysis of "To Autumn", demonstrate how it ought to be done.

Kenneth Muir

Kenneth Muir was formerly professor of English at the University of Liverpool.

Roots of modernism

Strangeness and Beauty: an anthology of aesthetic criticism 1840-1910, in two volumes
volume one: Ruskin to Swinburne
volume two: Pater to Arthur Symonds
edited by Eric Warner and Graham Hough
Cambridge University Press, £25.00 and £7.95 (each volume)
ISBN 0 521 23895 1 and 28290 X
1 volume one; 0 521 23896 X and 28291 8 (volume two)

Reading these two handsome and elegant volumes produces a queer but not disagreeable sense of déjà-vu: we have been here before, in that post-romantic-movement country of the mind where Rossetti's swan-necked maidens daydream, and Whistler's *Nocturne* is magical blue and gold, and they are on the dust-jackets of these anthologies. We have been here before, of course, with Professor Hough, in *The Last Romantics*, that lively and interesting book which he published as long ago as 1949; revisiting the same places now, and spending longer over them, is a happy return.

Eric Warner and Graham Hough maintain that, as *The Last Romantics* rather more tentatively suggested, the roots of modernism lie in the past, and especially in the Victorian period against which the modernists appear so decisively to rebel. This anthology extracts enough from Victorian criticism to make a strong case; although the age was, as the editors point out, a particularly rich era of aesthetic spe-

culation, and the reader can think of critics (Matthew Arnold especially) whose inclusion would have altered the pattern. Surely there must have been some prevailing assumptions for Ezra Pound, Wyndham Lewis, and D. H. Lawrence to react against?

Of course there were: but this anthology suggests that if the major twentieth-century authors were fighting anything, it was the same set of assumptions that their predecessors attacked. They had the same belief in the importance of art and of an individual artistic integrity; the same fear of ugliness; the same emphasis upon freedom. If they were in rebellion, it was against the middle classes and the literary establishment that served them, the publishers and the popular novelists.

The starting point for this inquiry is Ruskin: not only the Ruskin who taught his readers to see, and to value form and colour for their own sakes, but the Ruskin who prophesied against the materialism and ugliness of Britain in *Unto This Last*. "To see clearly," he wrote, "is poetry, prophecy, and religion - all in one." In this anthology he is followed, a little surprisingly perhaps, by William Morris, from whose many-sided writings one thing stands out: his concern for the role of art in a healthy society. Morris is so against the doctrine of art for art's sake that his work reads a little oddly here; but he did emphasize the role of the individual craftsman and preach against the deadness of mass production, so that in his dislike of the materialism of the age he is closer to Whistler and Rossetti than might be supposed at first sight.

There is a substantial selection of Pre-Raphaelite writing in the first of these volumes, very properly, and also an important early essay, Hallam's "On some of the characteristics of modern poetry" which relates Tennyson to Shelley and Keats. This is outside the appointed limits of chronology, and might have been dealt with in a summary, although it certainly is the definitive formulation of a certain Romanticism which then turns into an aesthetic creed. This involves the autonomy of art within its own realm, the preference for a poetry of the sense over a poetry of the mind, and the working of poetry through image and music rather than through logic and reflection. It leads to the other writers included here: Edgar Allan Poe, with his odd idea that a long poem does not exist (he thought the *Riad* was intended to be a series of lyrics); Gautier, Baudelaire, and above all Swinburne, writing superbly of Romanticism and looking forward to the *Ju de siècle*.

Pater is the presiding genius of the second volume, principally because he elevated art into a way of life, and looked forward to the self-consciousness of George Moore and Wilde. Styles of living are important now: there is Pater himself, remote and aesthetically religious, Whistler giving his "Ten O'Clock Lecture", and George Moore, living in Paris with a Persian cat and a python that made a monthly meal of guinea-pigs; above all there is Wilde, in whom Baudelaire's portrait of the dandy (printed in volume one) takes flesh and blood. Wilde's "The Decay of Lying", printed here, is a wonderful piece of posing.

Baudelaire's "In Praise of Make-Up" carried to an insouciant extreme: "What Art really reveals to us is Nature's lack of design... If Nature had been comfortable, mankind would never have invented architecture."

Wilde's masks lead to Yeats and Symonds, who conclude these volumes. The anthology is rich in quotable phrases, striking individual perceptions, and unexpected connections.

J. R. Watson

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Cynic and snob?

Thackeray: Interviews and recollections, two volumes
edited by Philip Collins
Macmillan, £15.00, each volume
ISBN 0 333 26805 9 and 29394 0

In Thackeray's writings one senses an authorial presence as powerful as Fielding's. The teasing relationship between man and author, which has always fascinated his readers, was subtly explored by Geoffrey Taitton in *Thackeray the Novelist*.

James Hannay, one of the witnesses recorded in *Thackeray: Interviews and recollections*, was sure that "the more fully his life is made known in the world, the more clearly will the harmony of his works with it appear." Similarly, George Vennables, who knew Thackeray from his school days onwards, asserted that his writing "was obviously, and for the most part intentionally, tinged with individual peculiarity, and only the most careless readers can have failed occasionally to think of the author." This "individual peculiarity" delighted some and annoyed others: his daughter Anne noted with acerbity that it seemed fashionable in the 1850s to lecture a writer about "his private personal characteristics".

These, in Thackeray's case, are usually classified as cynicism, sentimentality and gentlemanliness (or snobbery). Many in this book refer to the first of these characteristics, but they generally dismiss it as unjustly applied to a man who, in Eliza Lynn Linton's words, "saw the faults and frailties of human nature so clearly" and yet "was the gentlest-hearted, most generous, most loving of men". The obituary verses in *Punch* ironically rebutted the charge of cynicism by adducing his benevolent countenance, the love that clung about him from family and friends and his creation of personages like Dobbin and Colonel Newcome.

His supposed sentimentality, a trait interestingly absent from Philip Collins's index, is more kindly interpreted as sympathy, sensitivity and generosity by those who remembered him. Thackeray's eyes fill with tears when he hears charity children singing in Saint Paul's; he impulsively gives and lends money; he is not ruthless enough as editor of the

Cornhill. Alicia Bayne, a second cousin, approvingly recalled that he was a "thoroughbred polished gentleman". He frequented clubs, theatres and high society; he relished food, wine and cigars. He was sometimes offhand, notably when he first met Trollope, curtly saying "How do?" and turning on his heel. This and other instances of his irritability seem mostly to have been caused by ill-health. But Edmund Yates made no such allowances in the pen-portrait he contributed to *Town Talk* in 1858, where he depicted a cold, snive-cynic Thackeray, acutely sensitive to slights and criticism, was so outraged that he managed to get Yates expelled in effect from the Garrick Club. Carlyle's sentence in a letter to Emerson brilliantly sums up much of the essential Thackeray: "A big, fierce, weeping, hungry man; not a strong one."

Some less familiar characteristics also appear in this collection. Thackeray was no conversationalist and was - unlike Dickens - a poor public speaker, who more than once broke down after a few sentences and had to sit down in embarrassment. His fluency of pen in formal and informal writing had no oral counterpart. John Skelton was probably right in guessing that he "was constitutionally a shy man". Assuming that this was so and hearing in mind the occasions of snobbery, one is agreeably surprised to find evidence in this book of his affection for many Americans: the Baxter family, William Bradford Reed, the Story family, Bayard Tynler and John Lathrop Motley.

As Professor Collins points out, much documentation exists concerning Thackeray, who was memorable because of his striking personality and appearance even before he achieved fame with *Vanity Fair*. Disappointingly few reminiscences exist of the time he spent in Paris in his early twenties, when he studied art, lost his patrimony and married Isabella Shawe. Otherwise, recollections of him are copious and (to judge from those printed here) affectionate - the only seriously disapproving estimates are Disraeli's picture of him as St Barbe in *Eudymion* and Yates's sharp remarks. As in his Dickens: *Interviews and recollections*, Collins has compiled a comprehensive and entertaining book. There are about seventy substantial items and he uses about a hundred witnesses. The scholarship is meticulous and the introduction and annotation are a joy to read for their information and judicious comment.

The book is an essential complement to Gordon N. Ray's biography and edition of Thackeray's letters.

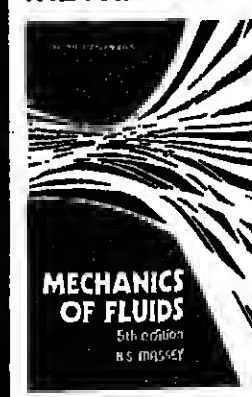
Donald Hawes

Donald Hawes is head of the department of language and literature at the Polytechnic of North London.

Philip Collins's edition of Dickens's public readings published by Oxford University Press in 1975, has now been abridged, with a new introduction, for inclusion in the paperback World's Classics series. Entitled *Sikes and Nancy and other Public Readings*, it costs £2.50.

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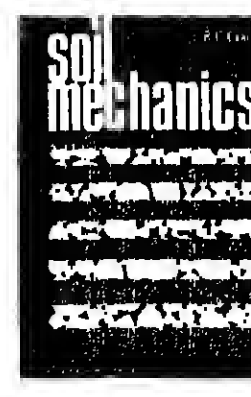


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BOOKS

Military postures

Defended to Death: a study of the nuclear arms race from the Cambridge University Disarmament Seminar

edited by Gwyn Prins
Penguin, £3.50
ISBN 0 1402 2471 8
Risks of Unintentional Nuclear War
by Daniel Frel and Christina Catrina
HMSO and Croom Helm, for the United Nations Institute for Disarmament Research, £14.25 and £7.95
ISBN 92 9045 003 7 and 0 7099 1030 4

Limited Nuclear War: political theory and war convention
by Ian Clark
Martin Robertson, £16.50
ISBN 0 85520 483 4

Defended to Death is a sophisticated argument for unilateralism by the Cambridge University Disarmament Seminar. It is very well researched, and its analysis and policy recommendations go far beyond gut revulsion against the arms race.

East-West perceptions are, it claims, frozen into a pattern of antagonisms which may have made sense to the late 1940s but are anachronistic relative to the "fragmentation and transformation of both Communism and conservatism" which the seminar judges to have been the leading characteristic of postwar great power relations. The evidence adduced in the book to suggest that East-West relations may be amenable to fundamental improvement is thin. But it is a considerable advance that unilateralist attention is turned here to political fundamentals rather than fixated on particular weapon systems.

The book connects politics and the arms race by contending that anachronistic cold war perceptions legitimize constant innovation by the military-industrial complex to both of the superpowers; continued military "improvement" reinforces the underlying perceptions of threat. It is important that this argument does not involve technological determinism.

If the arms race is dependent on politics in the way that the authors suggest, then it may be reversible by political action. Turning to politics, the seminar maintains that Britain can and should disengage from the nuclear arms race, remaining within NATO only if NATO can be shifted away from its central reliance upon nuclear weapons. To emphasize the practicality of their position, they conclude with a discussion of the alternative military preparations that Britain should make: precision-guided munitions for a strengthened conventional defence, interceptor fighters as the first priority in the air, a last resort cruise missile.

Defended to Death is one of the welcome signs that the new unilateralism possesses the intellectual competence and seriousness of purpose to grapple with the battery of complex problems that confront it.

Risks of Unintentional Nuclear War is a low-key, orthodox review of the many ways in which nuclear war could conceivably occur, without being sought by anybody. Frel and Catrina argue convincingly that the danger of war by accident, as a result of technological failure, is extremely remote, and that what we must fear is rather that a grave, international crisis may get out of hand. They are much less perturbed than the Cambridge group about the arms race as a source of imminent danger, but claim that its long-term implications are deeply worrying.

One of the issues which highlight concerns about submarine warfare. They are surely right to desire that research into this should cease, since a major breakthrough might endanger the most stable submarine-based - part of the deterrent. But their response is to propose that the secrecy surrounding weapons technology should be relaxed, with a view to finding an optimum degree of

secrecy which satisfies both national security interests and the cause of international strategic stability. This characteristic recommendation is idle utopianism.

The failures of arms control to date, and the dynamics of the military-industrial complex, suggest very strongly that political fundamentals need to be addressed if the arms race is to be curbed. Frel and Catrina are silent about this. The strength of their book is in its calm review of the present danger.

Limited Nuclear War is very obscure. If I understand him right, Clark has an important insight but has buried it under a surfeit of ingenuity and erudition. The insight seems to be as follows. Broadly speaking, one can distinguish between two directions in which limitations upon war might be sought. External limitations are imposed upon war from without, as when humanitarian law seeks to prohibit resort to particular types of weapons. Intrinsic limitations derive from the nature of the war in which one is engaged.

Suppose, for example, that our aim is to secure significant but marginal economic gains. Then there will or ought to be a limit to the material and human costs we will be prepared to pay in continuing with the war, and this limit derives from the very nature of what we are trying to do. It seems reasonable to believe that intrinsic limitations are more promising than external ones, and Clark shows convincingly that the American theorists of limited nuclear war

have failed to make the distinction clearly, and have concentrated almost exclusively on external limitations.

If this is indeed his point, it prompts two lines of questioning which unfortunately he does not address. First, has Clausewitz not told us more than Clark about limitation? Clausewitz argues that external limitation has no hope of restraining war, and that even internal limitation is very unreliable in face of the pressures from inflated public opinion and from changes to the balance of power that are effected by even a modest "limited" war. These familiar Clausewitzian arguments indicate that one should be much less tentative than Clark is in rejecting all talk of limited nuclear war.

Second, why have American theorists been so naive and unconvincing about the nature of limitation? Is it because the idea of military containment which has underlain western military thinking since the late 1940s requires even the most unimportant of quarrels to be viewed as part of the unlimited global struggle against Soviet communism? If so, does this further strengthen the argument for radical political change in the West's military posture? I think so.

Barrie Paskins
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Threat of war
The Causes of War, and other essays by Michael Howard
Maurice Temple Smith, £10.00
ISBN 0 85117 222 9

The Soviet Union and the Arms Race
by David Holloway
Yale University Press, £7.95
ISBN 0 300 02963 2

The compilation of Professor Howard's recent lectures, essays and articles will be appreciated by scholars and students alike. Erudite and elegantly written, they range across the full spectrum of strategic thought and European military history, and include not only his delightful riposte to E. P. Thompson but also his trenchant critique of nuclear war-fighting theories.

Howard is clearly concerned about several trends in strategic studies and in international relations. He deplores the obsession of so many writers with the technological dimension of modern strategy to the detriment of its operational requirements, and the failure to consider the political circumstances of a potential conflict.

Wars, he argues, have not normally arisen from irrational or emotive drives, still less from arms races. Such competition between states reflects the depth of their political rivalries, a tension but not the cause of them. The source of tension, and ultimately of war, remains in the perceptions of statehood about the growth of hostile power and the diminution or restriction of their own.

When viewed from this perspective, the contemporary state of relations between the United States and the Soviet Union is indeed worrying, if not a cause of outright alarm. The instability has been evident since the mid-1960s, reflecting the accession of Soviet military power, the decline of détente, and the emergence of the activist Soviet foreign policy towards the Third World.

In interpreting these events, Howard is presently at his best. He is from the extreme ideas of those strategists who are now advising the Reagan administration and of the leaders who are promoting the Campaign for European Nuclear Disarmament. He regards the Soviet Union as seeking equal status with the United States but not necessarily world hegemony, and recognizes that the regime is best by economic weakness and many internal problems. Although he advocates the maintenance of western defence and deterrent capabilities, Howard would clearly favour more dialogue be-

have failed to make the distinction clearly, and have concentrated almost exclusively on external limitations.

Given these antecedents it is slightly curious that urban renewal has recently become the popular term to describe the postwar reconstruction of British cities, for as two of these books demonstrate, the British experience has been quite different from the American. It is also surprising that it has taken this long for academics to produce carefully empirical studies of the renewal process. There has been no shortage of theoretical speculation, and functionally distinct policy areas - housing, transport, education - have generated numerous studies, as have local politics. But how, precisely, cities came to be the subjects of comprehensive redevelopment, has received scant attention.

No doubt the current interest has been partly inspired by a general concern for the inner cities, and indeed Robert Home's book is specifically devoted to inner city policies. As such it offers little that is new. Designed as a text for planning and social science students, it covers familiar topics - the history of urban policy, the agencies of regeneration, planning, housing, and social provision; a chapter also draws (sometimes naive) comparisons with the United States. The book is up to date, and may be useful as an elementary and largely descriptive introduction to inner city policy.

Gibson and Langstaff's book is a much more ambitious enterprise. The book starts with historical chapters on housing, slum clearance, and dual renewal and inner city policy and concludes with case studies of renewal in Birmingham and Leeds. As with the Home volume, the approach is descriptive rather than analytical, but it does contain much original material and is packed with facts and figures which should make it an indispensable reference work for students and practitioners alike.

Read on its own, Gibson and Langstaff's book would, I suspect, reinforce many of the assumptions (and prejudices) held by academic urbanists and social reformers working in local government: local governments are constrained by central government, by an essentially exploitative private market in land and the economic environment. Not much can be done until central government spends more money, releases local authorities from a constricting legislative framework, and crucially, until radical reform on the broader political stage produces a more equal society.

One of the satisfying themes in Short's study is the historical dimension: in each section he clearly brings out the ways in which past and very recent events strongly influence the future. In part one, on world order, he concentrates on the north-south dimension and the east-west dichotomy. He regards the simple north-

south core and periphery paradigm as being complicated by the rise of cartel power and of the newly industrialized countries, into a more complex core, periphery and semi-periphery. Similarly, the affiliation of most states to either Russia or the United States is being complicated by the more independent actions of Japan, China and western Europe. Part two, on the nation state, provides a wide-ranging review of other disciplines' varied attitudes to the state.

Part three, however, on the local state, is somewhat less focused. In it, Short concentrates on urban renewal in core countries, particularly on the comparisons and contrasts between centralized Great Britain and federal United States. The case is well made, with thoughtful diagrams, for the local state being both an integral part of a central state and an important element in its own right. Pointers are given for further research to help develop more fully the theory of the local state, the financing links between central and local states, and the variety of local states. There is a brief guide to further reading as well as references, and the whole should be easily comprehended by first-year undergraduates.

Johnston deals with many of the same elements, though in a different order, and mainly in capitalist societies, from the early state through feudalism to beyond late capitalism: core, periphery and semi-periphery in the world economic order and inside the state; and the local state. His "twio interest", however, is more to "theories of the state and theories of state action". In emphasizing "sovereignty and the size and range of functions of the state apparatus" and how these must be integrated into investigations of economic and social processes, he nevertheless recognizes the limits to state power set by economic and other forces.

Both these thoughtful and thought-provoking books take the nation state as their main focus. Both discuss it at three scales: the state itself, its world relations and its internal relations. Both attempt to advance political geography as a re-emerging social science in the 1980s. Professor Johnston's book, one of the first volumes in a series entitled *Critical Human Geography*, is a political "contribution to the political geography perspective, not a political geography". Similarly, Dr Short's book is an implicit political geography perspective rather than an explicit text on political geography as a whole.

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E. M. Spiers
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BOOKS

ENVIRONMENTAL STUDIES

Renewal process

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ISBN 0 09 147500 7 and 147501 5
Reviving the Industrial City: the politics of urban renewal in Lyon and Birmingham
by Jerry A. Webman
Croom Helm, £14.95
ISBN 0 7099 2754 1

"Urban renewal" was the term used to describe the reconstruction of American downtown areas in the 1950s and 1960s. The history of the Urban Renewal Programme was not a happy one, however, as it first earned the sobriquet "negro removal" and later was almost universally condemned as a device for destroying low-income housing and for enriching developers, speculators and local government officials.

Given these antecedents it is slightly curious that urban renewal has recently become the popular term to describe the postwar reconstruction of British cities, for as two of these books demonstrate, the British experience has been quite different from the American. It is also surprising that it has taken this long for academics to produce carefully empirical studies of the renewal process. There has been no shortage of theoretical speculation, and functionally distinct policy areas - housing, transport, education - have generated numerous studies, as have local politics. But how, precisely, cities came to be the subjects of comprehensive redevelopment, has received scant attention.

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the 1950s and 1960s simply got on with the job of rebuilding the city. True, they were constrained by national guidelines, regulations and standards. But within these constraints, they were given a remarkable amount of discretion. If central government played an essentially negative role, so did the local community. It was, above all, the professionals in the public works department who were responsible for reshaping the city. All apparently deformed to their professional expertise. Finally, a broad consensus existed that rebuilding must involve replacing slum housing with modern low-income housing. Urban renewal, therefore, had clear social objectives.

In Lyon, a city also subject to a massive rebuilding programme, the situation was quite different. Local leaders were obliged to bargain and compromise with private capital. As a result, office development and high-income housing often replaced low-income housing. There was, in any case, no clear consensus on the purposes of renewal - a fact reinforced by a complex web of inter-governmental relations which gave both Paris and local leaders some influence over the substance and detail of particular redevelopment schemes. Webman acknowledges that Birmingham's politics and economy have changed since the heady days of comprehensive redevelopment. The policy process is now more complex

D. H. McKay
D. H. McKay is lecturer in government at the University of Essex.

Nation states

Geography and the State: an essay in political geography
by R. J. Johnston
Macmillan, £15.00 and £5.95
ISBN 0 333 28969 2 and 28970 6
An Introduction to Political Geography
by J. R. Short
Routledge & Kegan Paul, £10.00 and £5.95
ISBN 0 7100 0964 X and 0965 8

Until now, there has been a lack of specifically useful or theoretical texts on political geography. During the past decade, much of the literature has dealt with empirical case-studies of nationalism, boundaries, and so on. Although human geography has been affected by the changing emphasis in many social science disciplines and by an increase in interdisciplinary approaches, within it, political geography has been rather slow to react.

It was not always thus. After the important early twentieth-century figures such as Kropotkin, Mackinder and Bowman, geopolitics became discredited in the aftermath of the two world wars. A truly political geography could not flourish easily in the "new" geography of the 1950s and 1960s, with its emphasis on spatial analysis, neo-classical economics and logical positivism. But particularly since the 1974 oil crisis, a more favourable intellectual climate has arisen, with increased interest in power conflicts, inequities in distributions of life chances and resources, and so on. Political geography is returning to the mainstream of social science.

Both these thoughtful and thought-provoking books take the nation state as their main focus. Both discuss it at three scales: the state itself, its world relations and its internal relations. Both attempt to advance political geography as a re-emerging social science in the 1980s. Professor Johnston's book, one of the first volumes in a series entitled *Critical Human Geography*, is a political "contribution to the political geography perspective, not a political geography". Similarly, Dr Short's book is an implicit political geography perspective rather than an explicit text on political geography as a whole.

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and political as an increasing number of community groups and interests have demanded some say in urban renewal decisions. None the less, Webman's quite fascinating study concludes on what for British urbanists, must be considered a highly iconoclastic note:

For all the elegance of its planning and implementation, Birmingham emerged from its redevelopment programs as essentially the same nineteenth-century city with indoor plumbing, better ventilation, and sounder construction, changes that could not realistically be expected to stem the economic decline of such a city. Lyon, however, for all its indecisiveness, did manage to obtain through redevelopment the superstructure of an important regional administrative and commercial center.

This finding should, however, be treated with caution: Lyon is situated in a growth region of France which has no real parallel in Britain.

Still, Webman's comparative method and his use of a simple and clear conceptual framework tells us so much more about urban renewal in Britain than do Gibson and Langstaff - for all their detail and 56 pages of footnotes.

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BOOKS

ENVIRONMENTAL STUDIES

Submerged history

The Making of the Industrial Landscape
by Barrie Trinder
Dent, £12.95
ISBN 0 460 04427 3

Take the 06.52 Newcastle train from Swenese any morning and in a comfortable ride of six and a half hours a panorama of several of Britain's major areas of heavy industry will be unfolded for you - South Wales, the West Midlands, South Yorkshire, and the North-East. You will also pass through the smaller-scale industrial landscapes of Gloucester/Cheltenham with its electronic and other light industries, the great bonded warehouses of Burton-on-Trent, and the food factories of York.

It would not be a fully representative tour of Britain's industrial landscapes, of course, because it would avoid all the textile areas and you would see little of the peculiar nightmares of chemical plants or oil refineries. But you could not avoid noticing that a high proportion of the industrial plant and much of the housing associated with it to be seen on this, or on any other similar journey across this highly industrialized country, would be relatively young - young, that is, relative to the time-scale of Dr Trinder's very readable survey of "the making" of the British industrial landscape.

This relative modernity poses a problem which Trinder has not really solved. The industrial landscape we see around us today is almost entirely of the twentieth century, much of it post-1945. An older industrial landscape, of course, co-exists, but it is now largely concealed. Parts of the Black Country consist of layers upon layers of industrial buildings in a vertical chronological sequence. Tucked away in Pennine valleys, and in one remarkable instance away up in Sulterland, often now deserted by an industrial migration enforced by the substitution of steam-power for water-power, are still to be found the survivors of the first generation of textile mills of the Industrial Revolution. Here and there are some genuine relics of Britain's industrial past, sometimes preserved as museums, as at Coalbrookdale in Shropshire, and sometimes, as in the deep valleys of the south-western Cotswolds, mills of great antiquity. The canals, too, form a well-worn, indestructible relic of engineering endeavours of two centuries ago.

It is these survivals, not today's industrial landscapes, that interest Trinder. This interest means, however, that the industrial landscape whose making he describes with considerable effect is, for the most part, not one that can be seen today. Britain's industrial landscape has been made and re-made many times over, and Trinder has elected to describe the earlier, rather than the later stages of this process. It is only fair to say, however, that two final chapters look briefly at the second half of the nineteenth century and even more briefly at the early twentieth century. And at the end of the book he is obliged to admit that "the landscapes of the Industrial Revolution are in many respects as elusive as those of open field agriculture". True; open field agriculture may be seen in Britain, today only in the museum village of Laxton in Nottinghamshire.

With only the chronology of a succession of dead landscapes to draw on, Trinder is thrown back effectively on straight industrial history. He makes a start with a tour of the country in Defoe's day, examining the principal industries, describing their processes of manufacture, and drawing for these purposes on the accounts of contemporary diarists and travellers. More than half of his book, however, is devoted to the period 1750-1850, within which he

singles out the war period 1790-1810 as "the Heroic Age". In this section, too, the method is the same as for the earlier period: descriptions, drawing freely on contemporary accounts, of factories, technologies, housing, road-building and canal-building.

In general, Trinder's text is cluttered with facts that contribute little to any evocation of landscapes. This may be fine for the local enthusiast, but it achieves less for the chair-bound reader unfamiliar with the often minute topographical detail and wearied by the lists and dates of firms, factories, canals and railways.

Trinder, in other words, is extraordinarily knowledgeable and without question very accurate. He has an enviable familiarity with the historical topography of Britain's industrial past. The reader looking for a clear, straightforward account of which industries were where in the eighteenth and nineteenth centuries, how they operated, how their raw materials were assembled and their finished products distributed, where and in what sort of houses their workers lived, will find the information here in abundance. This is a considerable achievement in itself. To offset this descriptive material, however, there is relatively little to arouse the reader's curiosity about the processes of industrial development - why the landscape took the shape it did at different periods. Trinder's reading lists notably omit any studies of British industrialization of an economic analytical nature.

As a well-organized industrial history, Trinder's book will attract many readers and inspire them to take an interest in the industrial history of their localities. Because it chooses to concentrate on the earlier phases, it has very little to say about the making of the industrial landscape as we see it today, but it has much of interest to say about its erstwhile features.

M. W. Flinn
M.W. Flinn is emeritus professor of social history at the University of Edinburgh.

Woolen industry

The English Woolen Industry, 1500-1750
by G. D. Ramsay
Macmillan, £2.95
ISBN 0 333 191 900

Regional Transformation and Industrial Revolution: a geography of the Yorkshire woolen industry
by Derek Gregory
Macmillan, £15.00 and £6.95
ISBN 0 333 310 85 3 and 86 1

The Economic History Society's series *Studies in Economic and Social History* was started in 1968 with the intention of providing guides to current interpretations of the key themes of economic history in which advances have recently been made, or in which there has been significant debate.

All but five of the 36 contributions to date have concentrated on the modern period, so G. D. Ramsay's examination of the English woolen industry in the early modern period is a valuable addition to the series. His concise volume admirably fulfils the series' aim and provides a reference to debate in more specialist literature. Its three sections concentrate to turn on manufacture, cloth marketing and the social, fiscal and political impact of clothmaking on English history. Emphasis is placed on the great and changing variety of the product of the English looms, and on the sweeping changes in the English woolen industry from the 1500s, with the arrival of the "new draperies".

The discussion of marketing examines problems of standardization and quality control and the changing nature of the well-organized distribution network. The author demonstrates that, although the ultimate destination of English woolen cloths altered little between 1500 and 1750, the routes taken did, particularly in the closing decades of the

sixteenth century; and he also emphasizes the prime importance of the market to the stability and progress of cloth making.

Perhaps the most striking pages are the succinct discussion of the broader contribution of clothmaking and marketing to change in the English society and economy. Far-reaching influences on employment, on the creation of wealth and capital, on agriculture and on financial and commercial institutions created the means for individual material betterment and upward social mobility, providing the largest fusion of new blood to the property-owning and governing families of England since the Norman conquest.

Explicitly, though perhaps surprisingly, the importance of the textile interest to the country's foreign policy is excluded from discussion. However the reader is provided with a short, mainly historiographical discussion of the methods and problems of measuring the output of English woolen cloth.

Derek Gregory's study of the geography of the Yorkshire woolen industry during the Industrial Revolution could not be further removed from Ramsay in terms of purpose, method and style. His task is to explain the transition from the domestic to the factory system within the context of wider sequences of transformation in contemporary economy, society and politics.

His starting point is an attempt to establish a personal theoretical position from which he can pursue this task. This position is debated at a largely abstract level and is reached on the one hand through the rejection of very deterministic, "objective" theories and on the other through a sympathy with the E. P. Thompson more open "subjective" view of human social and economic relationships. Gregory defines his theoretical position as being close to the Anthony Giddens' view of "structuration", a theory which he sees as permitting the treatment of time-space relations as "inherent in the constitution of all social interaction" and of allowing an interplay between contingency and determinism in explanation.

One is left to reflect whether the purpose of the book is to use the woolen industry as an example to debate the theory, or to use the theory as a means of analysing the woolen industry, or both. It is doubtful that our understanding of this transitional period in the industry gains much from the author's initial, personal, tortuous, conceptual struggling but readers may be reassured that the book may be started at chapter two, whence forward a real purpose is served in analysing change in a far broader context than previous emphasis on technology, capital and other purely economic stimuli or constraints.

The importance of the human agency, particularly through political contestation at local and national level is in many respects well proven but there are lingering doubts about the approach in these main chapters. Can the woolen industry really be examined in isolation to the other local textile trades - notably worsted and cotton - to which it was so closely allied through labour, entrepreneurship, capital and final product? Hudson's work on the transformation to centralized and mechanized production in the Yorkshire wool textile sector in the same period receives no mention, yet her identification of three agricultural zones with different social and economic characteristics is clearly relevant to Gregory's theme, as would be Dickenson's work on inventories which finds contrasts in the size and nature of woolen clothiers' assets. Readers will not thank Derek Gregory for continually shrouding the complexities of his arguments in a proliferation of jargon.

D. T. Jenkins

D. T. Jenkins is lecturer in economic history at the University of York.

Two editions to Hodder & Stoughton's "In Maps" series have been published. J. C. Dewdney's *USSR in Maps* is available in paperback at £6.95 and K. M. Barbour, J. S. Oguntuyinbo, J. O. C. Ogunmakinwa and J. C. Nwafor's *Nigeria in Maps* is available in paperback at £6.95.

BOOKS

ENVIRONMENTAL STUDIES

Major biomes

Geography of Biomes: an introduction to the nature, distribution and evolution of the world's life zones
by P. A. Furley and W. W. Newey
Batterworth, £35.00
ISBN 0 408 70801 8

As the aim of this book is to present an account of the major subsystems of the biosphere, and how they have changed through time, both in an evolutionary and ecological sense, it clearly covers an immense field.

Compiled primarily for first-year or second-year geography undergraduates, and assuming very little prior knowledge of biology, ecology or soil science, the book's approach is largely descriptive but also, according to the authors, "fairly quantitative", a phrase which I understand to mean that while there is a wealth of tabular and other data presented within it, there is virtually no quantitative analysis of it.

Often, the key to success of books which deal with such a breadth of information lies in its organization. In this case, the authors meet the challenge by a tripartite division of their material: first, a series of chapters on biological systems concepts; then, a consideration of matters relating to evolution; and finally, descriptions of the major world biomes.

Five chapters are assigned to their review of systems, the first two of which cover the patterns of movement of energy and chemical elements in the biosphere, and their functional coherence. Perhaps inevitably, the presentation is standard: there are, after all, only a relatively small number of key conceptual papers in these fields, and they are duly noted. The examples are sometimes taken from the classic references, and at other times from more recent research. There are a few surprising omissions. One might perhaps have expected to find more on the local, small-scale variations in element cycling than is given; and on a broader scale, although man's modification of atmospheric carbon dioxide densities by means of industrial emissions is mentioned, the almost equivalent carbon dioxide accumulation from forest burning in historic times are not.

The three remaining chapters in this section concern themselves with a descriptive analysis of the major component systems (soil, plant, animal) of the biosphere; and within each of these, the emphasis varies to some extent. The chapter on soil systems gives a good summary of their organic and inorganic constituents, soil climates, soil structures and profiles, and soil classification. That on animal systems carefully appraises the functional and distributional relationships of organisms, their niche requirements, population control mechanisms, and so on. However, virtually no mention is made of MacArthur and Wilson's views on population biology, surrounding which there is now a vast literature. That on plant systems is predominantly an assessment of the nature of both individual plant systems and plant community structures.

Perhaps the major contribution which the three middle chapters of the book (on the evolution of plant, animal and soil systems) might have made to current student thinking would have been to examine the consequences of evolution to those functional aspects of systems which had previously been discussed. Regrettably, very little attempt was made to do this. As they stand, however, these chapters present a fair summary of current knowledge. Again, there are a few significant omissions: there is, for example, no discussion of r- and K selection, and almost no reference to the significance of species turnover rates to evolution theory.

Most of the last third of the book (120 pages) is taken up with a descriptive, encyclopaedic account of the world's major biomes: tundra; temper-

ate biomes; tropical biomes; and aquatic biomes. Instructive though this is, this section does not fit in particularly well with the rest of the material. The book ends with a chapter on biosphere mapping by J. McG. Hosson and R. P. Kirby.

Overall, there is a divided feeling about this work, arising no doubt from the fact that the functional and descriptive-analytic approaches to biogeography do not marry easily. A few other quibbles may also be made. There is an occasional tendency to generalize: statements such as "the albedo is low" and "fire has been used for thousands of years" grate a little when no specific factual evidence is given. A glossary would have been useful. And, although methodologies for data collection are mentioned, they are given scant consideration.

Nevertheless, there is a good deal of useful information within the book which will please the student, and the supporting figures and tabular material are well chosen. Its major strength is that it seeks to intermesh studies of soil systems with those of the above-ground systems which are perhaps more often the concern of writers within this field.

David Watts

David Watts is senior lecturer in geography at the University of Hull.

Urban problems

Urban Geography: a first approach
by David T. Herbert and Collin J. Thomas
Wiley, £19.50 and £8.95
ISBN 0 471 10137 0 and 10138 9
Urban Geography: an introductory guide
by David Clark
Croom Helm, £12.95 and £5.95
ISBN 0 7099 0732 X and 0733 8

A decade ago it was not too difficult to write a textbook of urban geography; there was a measure of agreement on both the subject-matter and the range of approaches which comprised the field. Since then the burgeoning literature has reflected the conflicting approaches of positivism, managerialism, phenomenology and political economy.

Both these texts conclude that eclecticism is a valid stance, that there are kernels of wisdom in a variety of viewpoints and that academic study can highlight problems but not guide the decision-maker on the policy choices that should be made. They arrive at that view, however, by very different routes: Clark by mere assertion; Herbert and Thomas by exploring an argument that there are three "levels" of analysis - production, allocation and consumption - through which the liberal and political economy views might be reconciled. The first of these levels may be equated with the concept of social formation, the second with allocative systems and the third with spatial outcomes; and,

while most geographical work has fallen within the consumption level, increasing interest is now being shown in the first two levels to which, by inference, the same focus on process, pattern and response might be applied.

This difference in approach distinguishes the use that these two texts make of a similar body of empirical material on urban geography. Herbert and Thomas offer a rich feast of detail which gives the taste of the healthy research activity in urban geography during the past decade. In a dense text, they move from urban origins and the growth of city systems, to movement patterns and aspects of the social worlds of cities. They conclude with a discussion of selected urban "problems" drawn from the developing as well as the developed world and they intersperse discussion of theoretical concepts with applications in planning practice.

The strength of their book is their helpful synopses of a range of often unfamiliar work, especially on social networks and on urban crime and delinquency, a reflection of Herbert's own research contributions. Its weakness is its lack of structure. Within each chapter the reader must jump somewhat haphazardly from one relatively discrete topic to another. Given the initial discussions of alternative viewpoints, it is a pity that this was not used as a framework to offer perspectives throughout. And, given the early emphasis on political economy, how does one justify the almost complete absence of discussion of the economic base of cities; a mere three pages of description of manufacturing areas is hardly sufficient. Yet, while it lacks an overall theoretical framework, this textbook's full and selective traversing of so many topics will prove helpful to many students and course teachers.

Clark offers slighter fare. He does not attempt a theory of the city and, though well written, his chapters cover well-trodden ground and lack the detail which might have compensated for the absence of a developed argument. He is at his best in discussing the "management" city - the post-industrial role that cities have assumed as a function of the growth of multi-divisional multinational corporations and the largely spatial structures based on communications that this has helped to generate. But his gallop through the remaining framework is unlikely to provide a shape or detailed case studies on which students could base a deeper understanding of urban areas.

B. T. Robson

B. T. Robson is professor of geography at the University of Manchester.

A third edition of *The UK Space: resources, environment and the future*, edited by J. W. House, has been published by Weidenfeld and Nicholson at £15.00 and £8.95. "Thoroughly revised and re-written", this new edition covers the regional perspective, people and work, environment and land use, power and industrial structure, transport, and the urban system.

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UMI

BOOKS

ENVIRONMENTAL STUDIES

Map design

Thematic Maps: their design and production
by D. J. Cuff and M. T. Mattson
Methuen, £7.95
ISBN 041633550

Since World War II cartography has emerged as an academic discipline increasingly independent from geography, with its own professional organizations, journals, reference works, and textbooks. During the 1970s, it underwent major conceptual and technical changes, involving the acceptance of cartography as a formal system for the communication of spatial information and the assimilation of the new computer technology. Recently published textbooks reflect these fundamental shifts in attitude and practice and, in its aspirations, *Thematic Maps* is no exception.

Turning its pages, the diagnostic signs of contemporary are soon encountered: the now obligatory flow diagram of cartographic communication appears on page three; there is an awareness of such concepts as 'map logic' and reader perception; and a twelve-page description of automated map production confirms that the computer has long ceased to be an academic novelty but is now one of the cartographer's everyday tools. Yet in other respects Cuff and Mattson perpetuate an older view of the nature of cartography and those aspects of it which might appropriately be taught to undergraduates.

One of the initial difficulties with the treatment - perhaps more obvious in the British context than in the North American, whence it comes - is the

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236 pages, hardback £16.90 (0 631 12935 9) paperback £6.95 (0 631 13086 1)

Basil Blackwell Publisher

108 Cowley Road
Oxford OX4 1JF

lack of a clear indication as to whom or at what level it has been pitched. In Britain some of the material might be appropriate at a secondary rather than a tertiary level. The publishers define it as a 'concise guide... designed for a first course in cartography' but it is aimed at the few students taking degree courses in cartography or at the larger number taught cartography within the undergraduate course in geography.

Most lecturers will presumably recognize their own niche but even so the book espouses a traditional view of the role of cartography in higher education. Thematic maps are defined as 'special-subject' or 'theme-oriented', usually designed to portray a few variables from basic environmental or statistical data. The principal aim is to instruct students how physically to produce such maps. The treatment centres on the three main operational sequences of map production: part one is devoted to the selection of graphic symbols and lettering styles; part two discusses the problems of selecting and designing a suitable base map; and part three describes the reproduction methods necessary to transform maps into their final forms.

If we accept the proposition that our students should be engaged in acquiring the manual and artistic skills to render them competent technicians to turn out finished maps - a view by no means universally favoured - then this book has some points to commend it. Its style is straightforward despite some offbeat examples of North American vocabulary. The techniques advanced have advanced from the cartridge paper, pen and ink, and stencil methods of the 1950s to the use of modern drafting tools and the materials, typesetters, digitizers, line printers and plotters, cathode-ray tubes, and other reproduction devices of the 1970s.

The illustrations are appropriate examples of the art. Even so, this is sometimes unusually elementary text. It emphasizes general design principles rather than the basic aspects of the construction of specialist thematic maps and it omits other categories of diagram. The illustrations might serve as a model of the finished product but for anyone working independently there is little of a 'how to do it' element. In short, it falls between two stools. Too elementary to meet the requirements for either theoretical context or detailed instruction in statistical and computer-based mapping, now the cornerstones of most courses, it will be found too succinct even as a practical manual for drawing maps for many of its intended users.

Despite the authors' claim that it will be 'complementary' to established texts, many of these will no doubt continue to be adopted as both more scientific and more scholarly and, above all, for the way they relate the acquisition of technical skills to the intellectual reasons for the production of maps in the first place and equally to the problems of interpretation as a distinctive form of visual language.

J. B. Harley

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Pollute and be damned

Polluting Pollutants: a study of regulation and enforcement
by Jennifer Richardson,
with Anthony Ogus and Paul Burrows
Clarendon Press: Oxford University Press, £15.00 and £6.95
ISBN 019275102 and 02751219

The authors of this work in the Oxford Socio-Legal Studies series state that their interest is in the implications of the existence of discretion for the use of the criminal law as a way of regulating business behaviour.

Their empirical research was carried out into a relatively narrow topic: the legal controls on the discharge of trade effluent into sewers. Although the bulk of the work reports this research, there are chapters devoted to wider matters: economic aspects of government regulation, the regulatory approach, and the regulation of pollution generally.

the latter affording some apt comparisons with foreign, particularly American, approaches to the problems.

I propose to consider only the empirical aspects of this study, not because broader perspectives are unworthy of consideration, but simply because the focus of research was not such as to enable the authors to say much, for example, about the relationship between regulation and economic theory. Nor, given pervasive pragmatism on the part of enforcers, could one expect very much to be said about the relationship of prosecution policy to such aims of punishment as retribution. Attitudes of regulators may be consistent with more than one theory, but they can rarely be said to represent a conscious application of any theory, outside deterrence at any rate.

The research was carried out into the enforcement practices of two, not untypical, Regional Water Authorities (RWAs). The work of the infancy of the enforcement process, the Trade Effluent Officers (TEOs), is put in the context of the organizational structure of the RWAs. Attention is rightly given to the characteristics of TEOs, their commitment to the industry, and the way in which they see their role.

Greatest attention is paid to the regulatory system and its enforcement. Here the study really breaks new ground. It is not, in fact, narrowly directed towards the criminal sanction; it deals with the regulatory system as a whole. Modes of securing compliance exist through consent schemes for the discharge of effluent, and by agreements between the RWA and the trader. Charges may be levied for services provided by the RWA, and these may increase as an incentive seems to secure compliance. Consents themselves are the subject of RWA guidelines. The principal impulse in this area of control is uniformity, a course dictated by such considerations as the limited resources of the RWA and the vulnerability of sewage works. Utilitarian compromises abound. Even where prosecution is a possible mode of proceeding, it is very much a last step.

The limited function of prosecution is explained by various circumstances. TEOs do not see their functions in terms of sheer repression; of the enforcement of the criminal law for its own sake. Sheer practical problems of enforcement do, of course, bulk large, but also and honourably, their interest is in ensuring an acceptable quality of the system, neither of which aspects is seriously threatened by technical breaches. Furthermore, TEOs are aware of the practical problems facing traders. Indeed, other studies have shown, and this one fleetingly mentions, that much of policy has been major polluters. TEOs see their primary task as ensuring cooperation, advising, consulting, and educating, and problem-solving rather than police work. 'Contradiction is most readily resorted to where rogues are encountered.'

This ethos reflects professionalism. It also no doubt conduces to better results than would a harsher policy which could scarcely be attempted realistically. Where prosecution is undertaken, it is usually for reasons of special or general deterrence. No conclusive view of its effectiveness in these respects is advanced. But in general TEOs are adept at not prosecuting, and traders, in the short term at least, are adept at making a show of compliance.

The book confirms observations about the subordinate place of the criminal law, found in other studies. Its discussion of the interaction of various modes of control - though less frequently encountered - is very interesting. It is clear, for example, that non-criminal sanctions can be stronger and easier to enforce. While other studies have noted these different facets of enforcement processes, this one is important in its emphasis, in the detail which it presents, and in the topic with which it deals.

The book does, however, have its limitations: seemingly, no survey of trade effluent was attempted and their views of the process go unrecorded. There is no indication that matters of broad regulatory policy were discussed with the chieftains and members of the RWAs. Matters of broad economic theory, though adumbrated, could not really be related to the body of the work. On basic theoretical problems of moral fault, strict liability and the like, the book has nothing novel, or indeed particularly penetrating, to say.



A group of ibexes on a cliff above a Bedouin settlement. Taken from the second edition of *The Nefes: the challenges of a desert* by Michael Evenari, Leah Shanan and Naphthal Tadmor, published by Harvard University Press at £28.50.

These are, however, not criticisms which detract from the significance of this book as an empirical study of enforcement processes. It is a major contribution to the subject, neither a mouse nor, happily, a pachyderm.

L. H. Leigh

L. H. Leigh is professor of law in the University of London (London School of Economics and Political Science).

Disaster planning

Natural Hazard Risk Assessment and Public Policy: anticipating by William J. Petak and Arthur A. Altkisson
Springer, DM129
ISBN 3 540 90645 2

In a decade which commenced with the spectacular volcanic explosion of Mount St Helens, the frightful earthquake in southern Italy and the insidious return of drought and associated famine to sub-Saharan Africa, it may seem that, despite all our technological achievements, mankind remains powerless to mitigate natural hazards and their disastrous effects. The authors of this latest handbook on hazard management accept that attitudes to alter or harness nature are usually futile; that structural adjustments (for example, flood control) seem to prompt migration into high-risk areas thereby exacerbating the problem; that provision of disaster relief, low cost loans and subsidized insurance seem to encourage, rather than inhibit, risk-taking.

Research has shown that, in general, the public, despite being aware of the threat, are unwilling to take remedial action for a variety of economic, social or psychological reasons. This classic syndrome of 'risk minimization' is often 'justified' in the belief (sometimes mistaken) that the local authority or the national government will protect them. Thus there is a growing demand for government to reduce the uncertainties associated with hazardous events and for them to enforce policies aimed at ameliorating their impact. *Natural Hazard Risk Assessment and Public Policy* is aimed, therefore, not at the individual but at the policy-makers, and offers them a formal system of 'risk analysis' to assist in rational decision-making.

This clearly written and well documented volume is split into three sections. Part one examines the relationships between risk analysis, technology, assessment, problem analysis

and the all-important policy analysis, the latter being defined as 'an integration between political science and public administration on the one hand, and systems analysis, decision theory and economic theory on the other'. This section is synthesized in an integrative model. Part one also includes a brief survey of natural hazard phenomenology, mitigation strategies and hazard management (for example, statutory land-use zoning).

Part two focuses on the methodologies used to assess the risk within the United States from nine natural hazards, including the oddity of expansive soils but surprisingly excluding volcanoes, blizzards, eg, hell and drought, all of which take toll of American lives and/or property. The costs and benefits of alternative strategies are explored and two alternative scenarios for the year 2000 constructed - one for a repetition of the devastating Hurricane Camille (1969), the other for a San Francisco earthquake of magnitude 8.25. Part three summarizes the problems facing the policy-maker, including the legal, sociopolitical and economic constraints.

Soma critics of hazard research and policy planning have argued that the resources would be better spent on education, health, or social problems that are always with us rather than preparing for the once-in-a-hundred-year event. Certainly, in the field of seismic prediction, it has been suggested that compensation payable following a false alarm, after dams have been emptied, nuclear power and other plants closed, could be prohibitive. But would Londoners agree, having recently seen their expensive flood barrier save them from a repetition of the 1953 catastrophe? The answer is surely no, and the number of books that are beginning to appear in the field of disaster planning underline this conclusion.

The present volume is a well-researched contribution to this important field, supported with many diagrams, maps and tables and containing a very useful bibliography. It must be regarded as essential reading for all those engaged in environmental planning at both local and national levels. One drawback, however, is that the book is geared specifically to the problems of the United States, although its conclusions apply to most developed countries. Moreover, many of the world's natural disasters occur in developing countries where sophisticated mitigation policies are virtually impossible to implement for economic and technological reasons. Hence a world is spared for them.

John Whitlow

John Whitlow is senior lecturer in geography at the University of Reading.

BOOKS

ENVIRONMENTAL STUDIES

Soil science

Pedology: pedogenesis and classification
by Philippe Duchaufour
Allen & Unwin, £25.00 and £12.95
ISBN 004 631015 0 and 631016 9

Introduction to Soil Physics
by Daniel Hillel
Academic Press, £14.50
ISBN 012 348520 7

Duchaufour's work is a revised version of *Pédogénèse et Classification*, now translated by T. R. Paton. Having two sections, the book first deals with fundamental processes of weathering, organic matter dynamics, horizon-forming processes and the time factor to pedogenesis. The second, after a general summary of soil classification systems, is concerned with the description and interpretation of a broadly-defined range of soil types including immature soils, calcareous soils, brunisols, podzolic soils, hydromorphic soils, sesquioxide soils and salic soils.

Although this is clearly a soil text within the European traditions of academic pedology, its aim seems to be the revelation of those processes which produce the forms which in turn become the objects of classification. The broad chapter headings are thus necessary in order to facilitate discussion of variations between soils within each class. Hitherto, the emphasis in pedology has been to identify the modal soil and to emphasize differences rather than show the relationships between and the merging nature of soils, as is the common experience in the field. Although the chapters on podzolization, brunisols and hydromorphic soils are possibly the most useful to British readers, the depth of explanation of pedological mechanisms throughout will also be appreciated. Those unfamiliar with Duchaufour's books should note the excellent use made of section symbols similar in concept to those used for soil stratigraphy by palaeoecologists.

I found two main faults with the book. First, within each chapter there is far too complex a system of major and minor subheadings which almost totally succeed in obscuring the structure of the text; and I find it surprising that the publisher did not consider using upper-case letters to assist the overall impression. Second, although I sympathize with the difficulties of translating Duchaufour's style of French, the object must remain to finish sentences and ensure that they have a proper meaning. Literal translation without proper comprehension is a waste of time.

Although this is not one of the easiest books to find one's way round, it is at least an order of magnitude more thought-provoking than many pedology texts which continue to retail the same information.

Hillel's book is a unified, condensed and simplified version of the recent twin volumes: *Fundamentals of Soil Physics* and *Applications of Soil Physics*. To achieve this, the basic textural and structural attributes of soil are followed by a consideration of soil water and its movement in both saturated and unsaturated soils, and also soil aeration. There follow chapters on soil moisture, soil temperature regimes and soil compaction. A series of chapters essentially discuss the management of soil water in the field, including infiltration and runoff, evaporation, plant moisture uptake, and the moisture and energy balance.

Considering that the book only has 320 text pages, it is remarkably comprehensive. In particular, it is to be commended for an excellent balance between descriptive explanation, technical formulation of concepts in soil physics, and the provision of worked examples to typical field problems. These features will make the book valuable to a much wider student audience, in fact, although there are

several good competitors in this field, they cater principally for engineers rather than those with environmental interests.

Let no one imagine that soil geography remains purely a statement of distribution, for both of these texts are concerned in their separate ways with physical, chemical and biological processes which underpin field soil characteristics and which in turn form a base for applications whether in the development of new systems of soil classification or investigations related to land use. In these respects it has rarely been my pleasure to review two such valuable additions on different aspects of soil science. Students of pedology and soil geochemistry will gain much from the informative treatment of dynamic processes involved in each profile type in the Duchaufour, whereas those concerned with the physical behaviour of soils, particularly with interests in the field of land drainage and soil water management, will welcome Hillel's timely and palatable treatment of the subject.

Richard Smith

Richard Smith is lecturer in geography at the University of Leeds.

View from above

Graphicacy and Geography Teaching
by David Boardman
Croom Helm, £9.95
ISBN 0 7099 0644 7

The term 'graphicacy' - coined by me in 1965 to denote visual-spatial understanding and its manifold representations - made its public debut in *The Times Educational Supplement* in a joint paper with W. G. V. Balchin, who subsequently used it as the title of his presidential address to the Geographical Association. It has since quietly and steadily gained acceptance, and it is now gratifying to see it come of age in the title of a very useful book on geography teaching.

David Boardman has drawn together most of the thinking on graphicacy to date. He uses as a basic framework Piaget's classic model of the stages of cognitive development from birth to 15 years and discusses in this context the problems involved in teaching children how to become graphicacy. Experimental evidence is quoted to establish a number of fundamental points. For example, concepts such as scale and

logogeny and ontogeny in chapter three, although it is interesting to read, is really necessary.

Chapters 5 to 14 describe the different categories of disease, injury, and abnormality which may leave their mark on excavated bones. Some things are described well, notably forms of arthropathy, and the likely significance of supereruptive bones in the skull. Elsewhere, accounts are superficial and of little value, as in the discussion of tumours and neoplasms in chapter six. The glossary is both useful and necessary, and the bibliography provides a valuable listing of Eastern European works poorly known in the West.

An attractive and lucid writing style, supplemented by the author's evident enthusiasm, is ill-served by a number of simple errors of fact and several glaring omissions. The failure to italicize or underline the 'Latin' names of organisms, some of which are misspelled, is irritating. During the discussion of preserved soft tissues in chapter 15, no mention is made of the well-known bog bodies of Northern Europe, and nowhere is the possibility of recovering hydric cysts of leprosy from burials given consideration.

However, despite its obvious failings, the book is a useful addition to the literature of the subject.

T. P. O'Connor

T. P. O'Connor is a research fellow (osteology) in the Environmental Archaeology Unit of the University of York.

ENVIRONMENTAL EDUCATION AND INFORMATION

Edited by G. Ashworth
Environmental Institute, University of Salford, UK

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Further particulars are available from the Academic Registrar (LFS), University of Surrey, Guildford, Surrey GU2 5XH, or telephone Guildford 871281 ext 633. Applications from men and women, in the form of a curriculum vitae, including the names and addresses of three referees should be sent to the same address by 17 June 1983, quoting the appropriate reference.

UNIVERSITY OF ZIMBABWE

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4-152 ZWH, from which further particulars are available. Applicants should send an additional copy of their applications to the Academic Registrar, University of Zimbabwe, P.O. Box 187, Mount Pleasant, Harare, Zimbabwe. From whom further particulars are also available.

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Further particulars may be obtained from D. A. S. Copland, The University, Glasgow, G3 7LQ.

Applications should be sent to the Academic Registrar, University of Glasgow, Glasgow, G3 7LQ.

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MATERIALS
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Universities continued

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Further particulars may be obtained from D. A. S. Copland, The University, Perth, WA 6000.

Applications should be sent to the Academic Registrar, University of Western Australia, Perth, WA 6000.

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Don's diary

Monday

A somewhat feverish start to the week. A Bank Holiday Monday but still there is an air of "high anxiety" to contend with. Must hurry and finish marking those dissertations before the lunch guests arrive. No excuses when tomorrow I have to double mark with colleagues. We're already getting close to the deadline for sending work to the externals. Still, difficult to fit everything in: making up lectures and seminars which never took place last term due to the occupation. I somehow get the years mixed up and begin to think I am back in the seventies again... even the sixties. Guests arrive, quiche and salad plus other high fibre stuff is swiftly consumed.

Good talk with old friends and the afternoon disappears, shades off into evening. Over-stuffed guests depart and I return to what awaits me tomorrow in the department.

Tuesday

Air of "high anxiety" in the atmosphere. We're all on trial this week because a last-minute HM inspection is taking place. Staff are assured that it's just another of their routine visits. Strange, though, because the HMs were here in December. Oh well, after 15 years of lecturing I should regard myself as an old pro. Swallow hard and imagine myself being observed while trying to help final year students figure out what is the difference between Marx and Weber. Second year arrives with rough draft (very rough) of his research project. "But you haven't said what you did in the field," I tell him. "Oh yes, that's a good point," he replies. He disappears replete with my comment and hints on how to improve the organization etc.

Sign of inspectors in my tutorials today. Yes, they observed my colleagues' social history lecture and the head of the department. What to worry about? Double mark those dissertations and pack them off to assessors. Tutor who is grateful that that's finished. Five pm and time for tutorial with the part-time MA student. She should have a clear idea of her research area by now. It's already May and there is little time left for supervision. But then evening students work against the odds and do need that extra tutoring. Progress: she's finalized her topic and is on her way.

Wednesday

Two lectures today. I'm certain to be overburdened. Crank up the motivation threshold and eagerly await the students. This is that time of year when one often gives one's best lectures. A good audience for the 10am. Lecture title: "Comparative Educational Social Mobility". Odd, isn't it, how similar the patterns of class mobility are in the USSR compared to those in England? Ooops - mustn't say "class". "Intelligentsia" is the proper term for those lucky ones who manage to get into Soviet tertiary education. The Inspector entered quietly after I was well underway. (Don't lose your cool!) Distribute list of references on "Comprehensive Education", the next topic. Eleven am arrives and off to tutor another frantic first year student. Final lecture in political sociology at noon is the culmination of a year's work. Inspector slips in (different inspection) almost unnoticed by the students - but does not escape my attention. Enthusiastic students crowd round after lecture to discuss points.

Long afternoon session with first years while energetic colleagues do what I call our "lazy Susan" routine. The task is to "sell" our ideas about research project areas which we will supervise next year to a discerning crowd. "We're going to research the black community. Yes, you can research the black community even if you're white because you can research the white community." "Dancehall and sport" - could involve participant observation. Just think, slimming

while researching. Wish I could take that one. Inspector sits unnoticed but is, I'm persuading myself, very impressed by the diversity of our areas of expertise. We'll find out Friday when we have a feedback session. Why worry? Academic freedom and all that. External examiners have consistently found our work innovative and well up to standard.

Thursday

My day for evening teaching. Depart from my usual routine of coming in at noon. This morning the department is buzzing. "Who was observed?" "Any comments?" Rumours fly in all directions. Well, we'll know tomorrow morning. Is there any substance to our collective paranoia? "No sir, I was never called up by the committee" fshades of the Haunted Fifties stir in my head.

My evening student is particularly well advanced with his research. Guess those trips to the library with him paid off. He's really getting it together. Chilean student materializes. He returns the article I loaned him and says he plans to critique it in his dissertation. Good to see him and he appears to have things under control. Does the department? That's the question! Get a good night's sleep. Tomorrow will be a heavy day.

Friday

Nine-thirty am and staff congregate with HMs. The session appears to be a holding operation: an unsuccessful attempt to cool us out. Difficult to penetrate the meaning of some of their observations. Positive or negative? Have they really seen enough of our work to make an accurate assessment? Well, they said they've conducted over 100 such investigations, so by now they should be old hands. Or are sociologists just suspicious of such bureaucratic modes of organization? Maybe we're too aware of the latent consequences. Nothing to hide. Fairness is surely the order of the day. Ooops, almost forgot that I'm supposed to be available to interview applicants for next year. Why is it that there's no one due till 2pm? Will I try to get in a bit of shopping during lunch. No time for shopping tomorrow because we meet with the MA students to discuss option choices for next year.

At 2pm there appears to be a long queue of eager applicants. Exhausting, but fascinating. People very keen to study sociology after all these years. Must remind myself that because I've been doing sociology for years doesn't mean that the whole world has. Am impressed by the sincerity and curiosity the applicants express. They would probably make up a good seminar group; some inquiring, some keen to listen and some certain that they have the right world-view.

Saturday

My body tells me that this is not a normal day for going to college. But the department is busy. MA students all present and accounted for. Options are explained; questions answered. Look like a good group for my option. One of the perks is the MA work. Students really do work hard. Makes it worth departing from the norm of day-time working only. After options session staff go into a huddle: review and reflect on the grueling week. Consensus? Yes. Uncertainty for our future. We wonder if anyone really understands or appreciates the extent of our commitment to provide a stimulating, rigorous academic learning experience.

Abby Cronin

The author is a senior lecturer in the sociology department of North London Polytechnic.

One did not have to be a psephologist to be quite certain that it would come. The institution itself is quite admirable and to many parts of the world still enviable. Pericles remarked: "The secret of liberty is courage", and in this general election campaign we will need all the courage we can screw up in face of a largely disgusting and discrediting way of conducting political debate. Never is so much nonsense spoken by so few to so many - real, utter, stout, resolute nonsense. The real campaign began, of course, a long time before the official opening. Indeed Parliament and the mass media have long ago turned all discussion of politics into a continuous party hustings. The only mode of political discourse is charge and counter-charge, accusation and rebuttal, and a continuing wide-statistical rhetoric of rival figures on arbitrary time-scales about employment, investment, public expenditure, school attendance, indictable offences, prices since joining Europe, hospital building and closure. I just take topics from yesterday's BBC Today morning show.

Now, of course, each of these, as Pascal, not as Peter Jay would have wished, "in depth". Two topics were lingered on, quite five minutes each between three politicians, the health service and then "Europe" (meaning EEC). From neither discussion was it possible to form the slightest idea of what the basic issues were about. Ever since the health service was established successive governments have struggled to find some way of establishing rational criteria for priorities within it (or of defeating the vested interests of the consultants in the teaching hospitals), and some way of stopping total demand and expenditure from going through the roof. These are genuine dilemmas and parties should have different policies, but neither dilemma nor policy ever seems to come across only rival claims based on funny figures and mutual recrimination.

Ordinary people realize that many things are very complicated, but they do not welcome being talked down to on this massive scale: very little attempt is made to simplify issues intelligently, politicians simply attack each other. The British popular press is grossly partisan and the deliberately low level is in stark contrast to the skill and attempted objectivity of their sports writing. Not all *prolefeed* is on the same level: on things that newspapers have decided their readers are

Meditation in time of sorrow



Bernard Crick

"really interested in", they can make considerable demands. The broadcast media has trivialized and debased politics through deliberate bias but through a cynical surrender to the politicians' interpretation of the statutory obligation to treat politics in a "balanced manner". Politicians regard "balance" as equal numbers of politicians abusing each other face to face; balance has nothing whatever to do with any attempt at an objective analysis of issues.

Walter Bagehot once said that Parliament was "the political education of the nation", perhaps a rather formalistic utterance from the great realist, even then. Now Parliament and media between them, MPs out of arrogance and editors out of cynicism, have simply reduced nearly all discussion of political problems to inter-party abuse (with light relief of intra-party abuse). Politics is too serious a business for politicians alone: they actually do not want a politically literate nation, only a docile one.

Obviously the conduct of general elections is a particularly disgusting spectacle to those who think about and teach politics. It is additionally galling and shame-making because

when students of politics are allowed to comment, it is a narrow and largely worthless technical capacity of predicting election results. The whole Western tradition of a speculative, analytical and critical approach to political dilemmas has been reduced to this. I have spent a lot of time defending the activity of politics against both pragmatists and idealists, (those who do not think it their business to raise issues of principle at all) who would look us in (or out of) their eyes. But it now seems to need defending against the politicians. They have never been of lower esteem, both educated and ordinary people regard them as ridiculous in their pride of party and eschewing candour or dishonesty in claiming that, for instance, unemployment is either an illusion or something ripe for quick cure, or that our own derelict cities or that we could "get out of Europe".

I am not urging the Scottish *shughalun* of "Don't vote, it only encourages them." Nor am I taking the lofty historical view of the late Senator Yeats:

Stay at home and drink your beer
And let the neighbours vote.
Said the old man in the geld-breast plate.

Under the old stone cross
I will certainly cast a pestilence with some contempt, continue to be a banker's order member of my party (it takes away any annual *crisis de conscience*), remember well Orwell's injunction that "no writer can be a loyal member of a political party", and perhaps get out my old pro-Wilson window card:

Vote, give an honest curse
Defend the bad against the worse.

VOTE LABOUR

"In politics one can never do more than decide which of two evils is the lesser, and there are some situations from which one can only escape by acting like a devil or a lunatic", gloomed Orwell. "War, for example, but it is certainly not right or sane. Even a general election is not exactly a pleasant or edifying spectacle. If you have to take part in such things - and I think you do have to, unless you are armoured by old age or stupidity or hypocrisy - then you have to keep part of yourself inviolate."

John Philipot Curran, Lord Mayor of Dublin in 1790, remarked: "The condition on which God given Liberty to man is eternal vigilance." The inviolate part must watch out. At least we won't have to watch Sir Keith any more. It is an ill wind that

Union View

Fighting on the same side

When invited to contribute a "Union View" for *The Times*, I agreed to do so because during the past three years I have become convinced that professors in both Great Britain and the United States are facing similar problems though in distinctly different political, economic and educational settings. But at the outset, I must tell you something about the American Association of University Professors, which will indicate why we are only partially suited to share ideas with you in this particular column.

Indeed, some members of the AAUP would be quite disconcerted to see the general secretary writing anything under the heading "Union View". As a national association we are not engaged in collective bargaining. We have approximately 68,000 members with 1,200 chapters on as many as 60 per cent of our membership in 54 AAUP chapters are engaged in local collective bargaining. At present there are about 750,000 faculty in American colleges and universities with some 450,000 of them engaged in full-time teaching and research. The AAUP is the largest association in the United States devoted exclusively to advancing the interests of the academic profession.

The AAUP was founded in 1915 by John Dewey, Arthur Lovejoy, and other distinguished scholars to "enhance the well-being of the profession. Of critical importance to Dewey and others was the preservation of academic freedom. Through its national

committee A on academic freedom and tenure, the AAUP has over the years promulgated (often with other organizations) and policed principles and standards concerning academic freedom and tenure. Each year our committee A staff respond to thousands of inquiries and complaints. Many complaints are informally resolved through the mediative work of the staff. Some, however, result in formal investigations by ad hoc association committees, leading to published reports on the AAUP Journal.

These reports can and do lead to censure of administrators by the annual meeting of the AAUP. A unique dispute resolution system has thus evolved in the American higher education community. The profession itself, relying principally upon reason and conciliation, establishes and implements the policies which help govern the professional relationship between faculty members and administrators.

In addition to the work of Committee A, we have other national committees composed of distinguished faculty which report regularly on issues in the areas of: academic governance, the status of women in the academic profession, professional ethics, the economic status of the profession, and teaching, research and publication. We also have an active legal programme. Our committee W on the status of women in the academic profession has been one of the leading forces in American higher education contributing to the standards of non-discrimination. In addition, we have task forces considering hard times and the professional status of the university faculty. All of this policy work provides a national legislative system which for the campus across the country, states, and the federal government. Our work on governmental issues seems to be of most interest to my

Irving J. Spitzberg

The author is general secretary of the American Association of University Professors.

LETTERS TO THE EDITOR

Administration in the polytechnics

Sir, - I too read with interest your leader of April 22 "A Civil Service for the polytechnics" but my reaction was very different from that of Mr R. E. Cummings (TCES letters, May 6). I am not sure whether he is attempting to emulate Laurie Taylor's wit or whether his misunderstanding of the role of polytechnic administrators is genuine. It is one of the burdens of life for an administrator to have to treat all ideas of academics as worthy of serious consideration so I shall treat his comments as warranting debate.

Mr Cummings assumes that the information technology revolution will enable all administrative processes to be mechanized thus drastically reducing non-teaching staff. Although word-processing and computerization are changing much of the routine work they nevertheless create systems design work which requires higher level skills than those which are replaced. Much of the time of administrators is spent organizing activities which require an understanding of the complex needs of staff and students, an appreciation of priorities and an ability to see links between different aspects of work. Administrative work therefore involves a measure of judgment which cannot be mechanized.

Academics are also involved in making judgments, particularly through the mechanism of committees, which require administrative support. In the "old days" when institutions were run by the principal and a few clerks, academics had little say in determining the character of the institution in which they worked. If academics and students contribute to decision-making, and monitoring and evaluating the results of those decisions, they require professional administrators to implement their decisions and provide the information for subsequent analysis.

While much non-teaching work is routine, clerical and able to be mechanized, no one should underestimate the complicated judgments involved in administering such topics as the definition of "ordinary residence", course validation or advice on the interpretation of assessment regulations.

Yours faithfully,
HARRIET GREENAWAY,
Academic Registrar,
Bristol Polytechnic.

Sir, - You make the point in your leader "A Civil Service for the polytechnics" that a move away from polytechnic exclusivity, in connection with the development of the professional administrator's role in higher and further education, would be welcome.

In fact, a broader base already exists: the Association of College Registrars and Administrators. As far as I know ACRA is the only association to which senior administrators, both in higher education (on both sides of the interplay between the interests of the crown and its agents on the one hand and the main political factions in the universities on the other. The process is neatly summed up by Dr Penny Williams in chapter nine of *The Crown Regime* with the words: "The crown did not insist upon exact uniformity of government in the two universities."

It will be seen, therefore, that Priestley and his fellow dissenters, scientists or otherwise, were not prevented by Acts of Parliament from reading for degrees at Oxford or Cambridge. It is also clear that these internal university statutes took effect well before the Act of Uniformity of 1662. That measure applied to the entire body of the English clergy which, of course, included masters and fellows of Oxford and Cambridge colleges. It did not, however, apply to undergraduates, and undergraduate subscription did not follow as a matter of course from the Act of Uniformity but pre-dated it by 81 years at Oxford and by 16 years at Cambridge.

That such practices were not imposed upon the universities from above is well illustrated by their diversity. At Cambridge it was even possible for a dissenter to matriculate and to study his chosen subject for the appropriate period without submitting to the 39 Articles test - and then to depart without a degree, rather than accept the requirement to subscribe at graduation. Even the abolition (for non-theological degrees) of subscription for

DES forecasts
Sir, - Your report (TCES, April 29) on the higher number of students owed forecast by the Department of Education and Science did not mention social class as a reason why the age participation rate is forecast to rise from 13.5 per cent to 14.5-15.9 per cent.

The decline in births has been very much greater amongst working class families than amongst middle class families and as (regrettably) working class families are much less likely to send their children to university this should have the effect of raising the age participation rate.

I have done some crude calculations which suggest that the social class selected demand for university places will have dropped by only 2 per cent between 1988 and 1997 while total legitimate births corresponding to these years of university entry will have decreased by 20 per cent (see House of Commons Education Science and Arts Committee Session 1981/82 University Funding (No. 2); and the Government's reply to the Committee's Fifth Report (Session 1979/80) Minutes of Evidence Monday March 29 1982).

Yours faithfully,
C. V. BROWN,
Department of Economics,
University of Stirling.

by the principal and a few clerks, academics had little say in determining the character of the institution in which they worked. If academics and students contribute to decision-making, and monitoring and evaluating the results of those decisions, they require professional administrators to implement their decisions and provide the information for subsequent analysis.

While much non-teaching work is routine, clerical and able to be mechanized, no one should underestimate the complicated judgments involved in administering such topics as the definition of "ordinary residence", course validation or advice on the interpretation of assessment regulations.

I believe that all administrators in higher and further education, however large or small their institutions, share a common interest in developing efficient and effective management systems which can respond to a wide variety of requirements. The need to share expertise and experience will become increasingly important as approaches to the process of education itself change in line with technological progress. I hope, therefore, that the other organizations active in this area will feel able to take a full part in the detailed discussions about closer cooperation which ACRA is initiating.

Yours faithfully,
J. G. COOK,
President, Association of College Registrars and Administrators,
Trent Polytechnic.

undergraduates took place separately; at Oxford by the Act of 1534 (17 & 18 Vict. c. 81) and at Cambridge by the Act of 1856 (19 & 20 Vict. c. 88). The University Tests Act of 1871, to which Professor Jones refers, abolished religious tests for college fellowships and for most other academic offices, not for undergraduate degrees.

The religious requirements at the Scottish universities were hardly comparable, since they did not constitute a barrier to English dissenters, many of whom enjoyed a university education north of the border. In fact two of the tutors at Warrington Academy (George Walker and Nicholas Clayton) were products of Glasgow University, while Priestley himself was awarded an honorary L.D. by the University of Edinburgh in 1764.

The Test Act of 1673, which was the subject of my original letter, might be described as the pinnacle of a highly elaborate test system which provided most aspects of public life for more than two centuries. That system had so many ramifications, inconsistencies and loopholes, and arose over so long a period of time, that generalizations about its nature are not always easy to make. Partly for this reason the process by which it was dismantled in the nineteenth century turned out to be an exceedingly gradual and piecemeal one.

Yours faithfully,
G. M. DITCHFIELD,
University of Kent.

YOUTH GUIDANCE
Sir, - We are one of the agencies involved in the provision of training for supervisors in the Youth Opportunities Programme and the Youth Training Scheme, referred to in Roger Crowther's letter (TCES, April 22). Part of our work for the Manpower Services Commission has been to seek to limit the use of the term "guidance". Instead we have promoted "guidance" as the most relevant umbrella term to cover a range of activities whereby an individual may be encouraged to take increasing responsibility for his decisions and choices that relate to his or her own personal, vocational and educational development.

Counselling is one, but only one, of this range. In particular, it can only be offered to young people who voluntarily accept its appropriateness, so that it takes place within a clear and mutually agreed contract. Clearly, this voluntary requirement is easily misunderstood, and many supervisors, tutors and managers may see counselling as a useful means of control or of misdirected paternalism/maternalism. The attempt to engage supervisors and tutors in clarifying this issue underpins all of our training and development work.

Edmund Rubbra
Sir, - In your issue of May 6 you published a photograph concerning this library's acquisition of musical manuscripts of Edmund Rubbra. The caption describes Dr Rubbra as a "nineteenth-century" composer. I hope you will publish a correction of this, which should of course read "twentieth century". Dr Rubbra did not live in the nineteenth century and, happily, is very much alive indeed.

Yours faithfully,
D. P. WALEY,
Keeper of Manuscripts,
The British Library.

The courses we organize, usually of

Tunisian warning

Sir, - The University of Tunis recently placed an advertisement in *The Times* for three posts within its department of English. As former lecturers in that department, we feel that anyone who has responded to the advertisement should be aware of the circumstances that have led to these vacancies.

Four lecturers - three of them English, the other Irish - recently received notification that their contracts were not to be renewed beyond the present academic year. No warning was given, and no official explanation has been provided. Unofficially, they have been led to believe that the administration of the faculty of letters wishes to "Tunisianize" the staff of the English department. Such an explanation only adds insult to injury when they see the jobs they have held for several years so rapidly offered to other British teachers.

There would seem to be a close connexion between these dismissals and an event which took place last summer in the department of English at Tunis. As a response to the summary dismissal of an English lecturer three weeks before the end of the academic year, his colleagues boycotted a meeting of the department. All those who boycotted the meeting, and whose contracts could be legally terminated this year, have had them terminated. There were two British lecturers who chose not to boycott the meeting; they have been retained.

We suggest that any British lecturer replacing those who have been dismissed will be encouraging the University of Tunis to think that it can dismiss any foreign lecturer who attempts to stand up for minimal standards of professional behaviour.

We would, in any case, urge anyone who considers accepting employment at the University of Tunis to contact the AUT. It will be able to confirm what we say in this letter, and also to provide information on the many ways in which the Tunisian Ministry of Higher Education has, in recent years, failed to honour its agreement with British lecturers.

Yours faithfully,
DIANA COLLECOTT,
University of Durham,
WILLIAM BDE,
Chipping Norton, Oxon.

Continuing education

Sir, - Your reporter (TCES, April 29) appears to have missed the main point of my statement to the National Institute of Adult Education conference.

I do believe that a shift away from the current overwhelming emphasis on conventional, full-time higher education would provide more sensibly and adequately for the needs of more people. Of course the universities will not wish to see a change - it is they who benefit from the current imbalance - but those of us genuinely committed to an extension of continuing education should not refrain from questioning to avoid challenging our colleagues. Bernard Jennings may see this as divisive. I would argue that the present situation is more fundamentally divisive in concentrating resources on a small minority. It is accepted only because it is the status quo.

However, my concern at the conference was simply to establish that the issue could be raised; that we should be prepared to ask the question "if resources are limited, are we willing to see a redistribution to provide more continuing education?"

I must also make it clear that I was, and am, expressing personal views and not speaking on behalf of the Open University Students Association.

Yours faithfully,
PAM McNAY,
Immediate past president,
Open University Students Association.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut, or amend them if necessary.

Education as an election issue

After four years of campaigning against government cutbacks, trying to defend jobs and fight off the threat of student loans, you would think the advent of a general election would be a godsend to educational and student unions. If only it were so simple. What looks like the lobbyists' and pressure groups' dream, the moment MPs are at their most vulnerable, turns out to be far more complicated.

Firing off with both barrels at a sitting government with a comfortable majority is accepted as par for the course. Entering the hustings during the run up to a general election, when the government of the country is at stake, is quite another matter. First there is the Representation of the Peoples Act to consider. Also the union's constitution, as well as the sensitivities of those members who, despite their attendance at lobbies of parliaments, pickets of senates and even strongly worded letters about the minister to *The Times*, still remain members of a party (Conservative or otherwise) whose policy on education is not quite in keeping with that of their union. Wouldn't it be far easier to keep our heads out of the firing line and wait for the outcome to be decided for us?

While it may be easier, it's not a realistic option for the National Union of Students after the way education has suffered at the hands of this and previous governments. So once again we have joined other higher and further education unions in order to raise the case of post-school education, and the interests of the joint membership as an election issue. Out have come the slogans "Education makes economic sense", "For a government that uses its brains", and "Great oxen from little biological sciences departments grow" - and off to the marginals we go.

Despite the arrival of the SDP-Liberal alliance it is still possible to make an educated guess at where the marginals are and which have the concentrations of students and staff who could affect the outcome of the vote. Birmingham Northfield, with its predicted majority for the Conservatives of 100 votes, has 3,000 students living in the constituency, as well as the staff of the colleges and all those disgruntled parents. Oxford East, with a predicted majority for Labour of 200 has 4,500 students living in the constituency. And in each of these 18 marginals highlighted, we have taken the lowest possible figure for the likely number of registered students.

But will it make any difference if we cannot actually recommend who to vote for or express a preference? I think it will. We do not want to be ignored and post-school education to be forgotten by the competing parties. We have set out to see that this does not happen, and that education is pushed to the forefront of the election debate.

Campus meetings will be arranged where questions of post-school education will be put, the answers to which will be publicized without bias or comment. Leaflets will go out and posters will be put up. And all promises on the part of candidates will be noted carefully, and every commitment followed up. And since the final vote will be by secret ballot, new MPs will head off to London with the lasting impression that they could just owe their election success to their brilliant handling of the education issue. And we in turn have a friend for life, or at least for the lifetime of the next parliament. We hope they'll remember the night they stood up in front of 1,000 students and said "I would rather go to North-east Ireland with Ken Livingstone than vote for student loans." Because we certainly will.

Neil Stewart

The author is president of the National Union of Students.